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A DEVELOPMENTAL LISTENING PROGRAM FOR
THE KINDERGARTEN CHILDREN OF THE
PALO ALTO COMMUNITY SCHOOLS

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CHAPTER I

INTRODUCTION

Many educators feel that students can be taught to listen, and that training in this skill often will increase the general academic success of children. Listening is beginning to receive marked attention since previous research has indicated that children particularly in the early years of school spend a great part of the day listening. M. A. Neville has stated that, "More failures in academic and social growth can be traced to inability to listen than to any other single aspect of the language arts."¹

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to prepare a guide entitled "A Developmental Listening Program for the Kindergarten Children in the Palo Alto County Community Schools." To promote listening instruction for beginning readiness, this program was developed around the needs and interests of the kindergarten child, and was designed to give the child practice in the skills of listening. Educators are beginning to realize that a carefully

¹M. A. Neville, "Listening Is An Art: Practice It," Elementary English, XXXVI (April, 1959), 226.

planned program for helping a child to listen effectively is essential, equal in importance, and inextricably related to all of the other communicative activities. Therefore, situations in which the child needs to listen effectively should be taught in the kindergarten.

Importance of the study. There has been much discussion among the experts in the field of education as to the neglect of listening in the learning process.

Until recently except in isolated instances, about the only instruction in listening that children and young people received in the curriculum was the quite useless admonition of "be quiet", and "listen carefully."

"Listening, at all educational levels, has been the forgotten art for generations," wrote Anderson.¹

Primary children vary in their ability to listen, and are often engrossed in activities that are of interest to them so that they fail to "tune in" or concentrate on what others are saying.

"Listening," emphasized Ragan, "is one of the principal avenues of learning."² Through this medium, the kindergarten child learns to listen to directions given by

¹Harold A. Anderson, "Needed Research in Listening," Elementary English, XXIX (April, 1952), 216.

²William G. Ragan, Modern Elementary Curriculum (New York: Holt, Reinhart, and Winston Company, 1960), p. 211.

the teacher, to the stories that are read or told, and to musical selections.

Beery pointed out that listening instruction has not been given the emphasis it deserves, and found that unless children are taught to listen, little or no improvement accrues from junior high through college.¹

Children, particularly in the kindergarten or early years of school, spend a great part of the day listening, and respond if listening is developed intelligently.

Since educators have pointed out that listening is an important skill, the ability to listen becomes another aspect of the reading readiness program, and an important medium of learning in the kindergarten. Listening can be raised from its low position to a place of recognition in the kindergarten program.

Wilt reported that in developing intelligent listeners, "We do not think of the teaching of listening as adding a new class, but as something which we fuse into our programs as a basic part of each and every experience."²

Educators in their research have now come to believe that listening is, in a very real sense, one of the neg-

¹Althea Beery, "Interrelationships Between Listening and Other Language Arts Areas," Elementary English, XXXI (March, 1954), 169.

²Dr. Miriam Wilt, "Children's Experiences in Listening," Children and the Language Arts (New Jersey: Prentice-Hall Inc., 1955), p. 153.

lected arts, and that improvement in the methodology and techniques of teaching the skills of listening deserves continuous attention and evaluation beginning in the kindergarten, and continuing through school.

Anderson, in his research on listening, has proposed a list of problems in listening which need investigation, and recommended further studies by classroom teachers or affiliates to help improve the teaching of listening¹ competence.

Good listening is more than attitudes and actions; it requires mastery of skills which can be identified and taught.² The results are not only in terms of improved listening, but in improved readiness for reading, speaking, and writing. In the kindergarten, the training in auditory perception should become one of the most essential steps in the teaching and improvement of listening.

II. DEFINITIONS OF TERMS USED

Educators report many different kinds of listening in the area of education which are sometimes conflicting. The following terms, with their meanings peculiar to this report are explained.

¹Anderson, loc. cit.

²Donald E. Bird, "Listening," NEA Journal, XXXXIX (November, 1960), 33.

Listening. Listening was interpreted as a skill which can be taught to improve the child's efficiency in learning through activities.¹

Appreciative listening. Appreciative listening was interpreted as the mood which the teacher tries to create which will encourage listening for appreciation.²

Attentive listening. Attentive listening was interpreted as the factual content that children should learn and remember from receiving directions.³

Readiness for listening. Readiness for listening was interpreted as the kind of listening that is needed by children in order that they can react to what they have heard, clarifies, and reinforces what they have taken in.⁴

Marginal listening. Marginal listening was interpreted as the kind of listening that children tune out what they do not care to listen to, yet are quickly aware of a voice calling them back to attention.⁵

¹Ralph G. Nichols, Are You Listening? (New York: McGraw-Hill Book Company, 1957), pp. 193-222.

²Ruth G. Strickland, "Improving Language Arts in the Elementary School," Readings in the Language Arts in the Elementary School (Boston: D. C. Heath and Company, 1964), p. 33.

³Ibid.

⁴Ibid.

⁵Ibid.

III. PROCEDURES USED IN THE STUDY

The procedure followed in writing this report began when many library sources were studied by the investigator in the area of listening. Recent research reported by authorities in the field of education was examined and evaluated to determine the best procedure recommended in teaching listening skills to kindergarten children.

Secondly, the writer through extensive reading documented sources in the kindergarten subject areas (music, literature, poetry, speech, auditory discrimination, science, numbers, social, physical, and art) showing the importance of teaching a developmental listening program through activities relating to these areas.

Thirdly, the writer, through means of a questionnaire, surveyed the kindergarten teachers of Palo Alto County Community Schools to learn of their needs, and to receive additional suggestions for improving the teaching of listening skills.

As a result of the research and findings through the survey, a handbook was compiled to assist the kindergarten teachers in Palo Alto County in teaching listening skills in the various subject areas through a developmental listening program (see Appendix A).

IV. LIMITATIONS

Because of the consolidation of schools in Palo Alto County the past year, it was difficult to survey but a few kindergarten teachers. Due to the limited number, the writer also surveyed teachers of first and second grades. Music teachers who taught kindergarten music were also sent questionnaires.

The writer also found it difficult to document sources on the level of kindergarten as most of the literature had been written on the third grade level and above on listening. The fall of 1966 more articles were appearing on the kindergarten level in reference to listening and its importance.

The investigator also found the need for reliable and valid measurement devices to evaluate listening proficiency at the kindergarten level. Very little research has been done at this level. There were relatively few publications that offered direct, reasonable, complete, and comprehensive service to the kindergarten teacher on methods of fostering listening.

Recent library and periodical sources revealed that future material will offer a positive program for achieving successful goals in listening in kindergarten.

V. ORGANIZATION OF THIS STUDY

Later chapters of this report will deal with the following: (1) the literature on teaching listening, (2) the results of the questionnaire, (3) the summary, conclusions, and recommendations, (4) the compilation of a handbook for use in teaching kindergarten children of Palo Alto County Community Schools a developmental program in listening skills, and (5) a sample questionnaire.

CHAPTER II

I. THE LITERATURE ON TEACHING LISTENING

This chapter will attempt to identify some of the listening-observing situations that occur in today's classrooms in the total pattern of school activities of the kindergarten child. The literature points out, and documents sources showing the importance of teaching listening skills through activities that can be used constructively in the process of guiding kindergarten children in individual and group development toward higher levels of listening achievement.

The teaching of listening skills in the kindergarten is the avenue through which learning is stimulated, attentiveness is encouraged, communicative skills are improved, and creative expression increased. "A child's initial learning comes through listening,"¹ wrote an educator. It is being recognized today that good listening habits can be developed and taught.

Down through the years, listening has been a vital part of man's early activities, and has laid the patterns and foundations for good speech.

In today's world, listening has become more important than ever with the appearance of television, recording

¹

Lillian M. Logan, Teaching the Young Child (Boston: Houghton-Mifflin Company, 1960), p. 233.

devices, and radio.

"Effective listening is a complex and increasingly needed skill,"¹ wrote Nichols. Experiences and methods in teaching listening have become an important facet of the kindergarten child. Problems related to listening appear more important each day in the developmental needs of the child.

In all activities, readiness is necessary. Strickland states, "Readiness for 'listening' is fully as important as readiness for reading. Preparation for listening--an introduction which catches children's interest or provides them with a purpose for listening--paves the way for thoughtful, concentrated listening."²

Many educators feel that students can be taught to listen, and that training in this skill will increase the general academic success of children throughout their school experience. Previous research has indicated that children particularly in the early years of school and pre-school spend a great part of their school day listening.

One author, Kelly, wrote of the importance of hearing, emphasizing the point that principles of good listening should be taught in the kindergarten and primary grades.

¹Ralph G. Nichols, "Ten Guides to Good Listening," The American Educator Encyclopedia, (reprint).

²Ruth Strickland, Language Arts in the Elementary School (Boston: D. C. Heath and Company, 1957), p. 121.

Her article incorporates ideas and activities suitable for this age group.¹

In the primary grades and kindergarten, a definite time should be set aside almost daily for the different types of listening. The music period is looked forward to by most children in kindergarten as a part of their every day school experience.

II. LISTENING SKILLS THROUGH MUSIC

Listening is one of the easiest and most practical activities that the classroom teacher can use in building interest in music. Music appreciation in today's kindergarten should accompany all musical activity, listening, singing, playing of instruments, dancing, and creating games in many forms.²

Many children will learn to communicate through musical activities, to cultivate the habit of listening to the music they make themselves, and to listening to music made by others. They also enjoy listening to the stories behind music and responding to them.

Mathews wrote that he found it was surprising how little had been done in building a listening attitude in a

¹Marcella R. Kelly, "Promoting the Listening Habit in Kindergarten and Primary Grades," American Childhood, XLIII (March, 1958), 12-14.

²Paul Wentworth Mathews, You Can Teach Music (New York: E. P. Dutton and Company, 1954), pp. 99-115.

given classroom through listening to music which the class¹ was producing itself.

Listening to instrumental music can be carried over into listening and experimenting with sounds. Listening is inherent in each phase of every activity that contributes to the developmental growth of the child.

In today's world, more daily communication time is spent listening than in any other communicating activity.² Younger students apparently are more effective listeners because of their inability to read indicating that listening should be taught to the kindergarten child. Through the right kind of listening experiences, appreciations and sympathetic attitudes can be encouraged. Listening can be a vehicle for the teaching of good human relations, which is considered by parent-teacher groups as one of the most important goals in education.³

Children must be offered experiences that interest them, and will help them to listen, to speak correctly, and to become successful in oral communication.

Boys and girls vary in their ability to understand listening because of coming from varied environments. Many have the ability to hear, but are unable to listen atten-

¹ Ibid., p. 102.

² Bird, op. cit., p. 31.

³ Clarence Wachner, "Listening in An Integrated Language Arts Program," Elementary English, XXXIII (December, 1956), 494.

tively. Educators have attempted to give children listening experiences and skills of every day living that will help them to be happy and successful in their future vocations.

Walter F. Stromer of Cornell describes the good listener as one who:

Understands his own attitudes and beliefs well enough that he doesn't need to jump to their defense, even silently, whenever he hears ideas expressed which conflict with his own. His sense of security and belonging is strong enough that he can afford to be silent, does not need to interrupt the speaker, nor try to dominate the conversation of home life that will give them the self assurance for good listening.¹

One of the primary contributions of the kindergarten toward listening-readiness has been the wide and vicarious experiences provided. The kindergarten child who has come from a listening environment will listen attentively to stories, take part in dramatizations, help in planning listening activities in developing readiness for the skills he will need later. The teacher in kindergarten has the privilege of strengthening good listening tendencies, and improving the weak skills of listening.

Wachner stated that teachers must try to compensate for the lack of listening experiences in the home, and give children activities that will help them to have a favorable and willing attitude toward listening. Learning activities can be given to help in the further development of listening skills.²

¹Ibid.

²Wachner, op. cit., pp. 491-496.

III. LISTENING SKILLS THROUGH LITERATURE AND POETRY

Our culture has a rich heritage of literature and poetry which children are entitled to hear and enjoy. Literature can open children's eyes to an altogether new world of fantasy and delight. Children need help in exploring the realms of prose and poetry through the medium of listening.

Strickland wrote, "If a child is to love reading, his first experiences should be listening to stories. Reading stories aloud shares a place beside story telling in the school day of the kindergarten child. There need not always be a specific time for listening to stories. Often it is most effective when introduced as a surprise in the day's program."¹ Stories can establish good rapport between the teacher and children, can relieve emotional tensions, give the children an opportunity to listen to a good vocabulary, and introduce fragments of good literature and poetry through listening.

"Poetry is important too," stressed Strickland, "and what is offered should be worthy of the name poetry."²

¹ Strickland, "Children, Reading, and Creativity," Elementary English, XXXIV (April, 1957), 234-241.

² Ibid.

"Poetry is meant to be read aloud," wrote Applegate.¹ Children can feel and respond to its rhythm through listening and choosing the parts they like. By listening to poetry, children will be learning the pleasures of a poem, its tempo, lilt, and singing qualities. Children respond to poetry as they do to music chiming in on favorite portions or responding rhythmically.

Carlton Singleton stated, "The teacher must make listening to and reading poetry a relaxed, every day classroom occurrence rather than an event reserved for holidays and other special occasions."²

The philosophy of reading all poetry aloud for its melody and movement, and of discussing and saying it until it evokes vivid sensory imagery or and emotional response is basic to the whole literature program. Arbuthnot has compiled poems for the express purpose of giving children experience with a wide variety of poems and of carrying them from the level of listening to nursery or nonsense verse to the place where they can and will read for themselves more and better poetry. In the early years, therefore, poetry should be heard and not seen.³

¹ Mauree Applegate, Helping Children Write Poetry (Evanston: Row, Peterson Company, 1954), p. 15.

² Teachers Edition, My Weekly Surprise, March 28-April 2, 1965.

³ May Hill Arbuthnot, Time for Poetry (Chicago: Scott, Foresman and Company, 1951), Preface.

IV. LISTENING SKILLS THROUGH SPEECH

Listenership involves a responsibility. The class have a responsibility to interact through listening to all classmates, the slow speakers, the uncertain speakers, and the correct speakers.¹ Good speakers and good listeners are important to have in the classroom. As children learn to express themselves orally, others learn to listen. Activities which stimulate good speaking can be planned.

Good standards and rules should be stressed as, "We listen when others are speaking, and do not talk." "We take turns in speaking remembering not to interrupt." Those children using "baby talk" can be guided under the teacher to speak distinctly using the voice of the instructor as a model.

"Enunciation, pronunciation, and clear diction are emphasized in kindergarten," reported two writers.² All children can profit from guidance in speech development and improvement through a planned speech developmental program stressing listening skills.

Educators have reported that teachers must plan for adequate speech education, improvement, and correction for

¹Shelia Schwartz, "What is Listening?" Elementary English, XXXVIII (April, 1961), 224.

²Wills and Stegeman, Living in the Kindergarten (Chicago: Follett-Publishing Company, 1956), p. 157.

all school children.¹

Children will be handicapped in communication if they have not learned to speak clearly and effectively. In kindergarten, corrective speech just as retraining in listening must be taught as a learned skill. Those entering kindergarten vary in their speech habits as they do in listening skills caused by carelessness or by imitation of improper speech patterns of others in their immediate environment.

Speech activities in the kindergarten need to become an integral part of the everyday activities. Today's society has placed a high premium on the quality of speech.

Speech therapy is a young profession. Many classrooms do not have the services of a trained speech therapist. In a number of the smaller schools, formal speech therapy begins in the first grade, therefore, much corrective work should and can be done in the kindergarten classroom even though the teacher may have had no formal speech training.

Teachers are aware that modern methods of speech correction are based largely upon ear training.²

"The child, through listening games will learn to discriminate between the correct and incorrect production of

¹L. Cypreansen, J. H. Wiley, and L. T. Laase, Speech Development and Correction (New York: The Ronald Press Company, 1959), p. 61.

²Ibid.

sound," wrote an educator.¹

Oral speech activities should be stressed in the kindergarten to guide developing speech abilities of young children to listen accurately and pronounce sounds and words correctly and clearly. This is stressed by Dr. Ardell Elwell who reported, "Clear and distinct speech depends greatly on the manner in which consonant sounds are articulated."²

A developmental speech program should be designed to incorporate the listening skills to aid in the normal mastery process all children go through in developing language proficiency.

A planned speech program for kindergarten can help children to: speak fluently, and easily, recognize and use pleasant voice qualities, listen accurately with increased understanding, and pronounce sounds and words precisely and clearly.³

Children are able to have fun and also improve their speech and listening habits through repetitive rhymes, practice in listening to speech sounds, and practice in

¹ Goldberg, Mending the Child's Speech (New York: F. A. Owen Publishing Company, 1959), p. 15.

² Dawson, Zollinger, and Elwell, Guiding Language Learning (New York: Harcourt, Brace, and World Inc., 1963), p. 132.

³ Eleanor Johnson, My Weekly Surprise, October, 1966.

repeating them correctly.

Teachers can guide developing speech abilities of young children within the framework of daily activities that involve listening and speaking dramatic play, discussions, choral speaking, reports, listening games, singing games, conversations, listening to and repeating poems, and listening to stories read aloud.¹

"The ability to listen well must be taught," wrote Dawson.² Planned activities will show children the value of listening, and will help them to sensitize and focus their listening producing better speech patterns.

V. LISTENING SKILLS THROUGH AUDITORY DISCRIMINATION

Another activity that requires the careful teaching of listening is the development of auditory perception. There are many auditory activities or ear training techniques that give children pleasure as they develop the appreciation of good listening. Auditory discrimination is a skill that is essential to successful achievement in reading, and is considered a reading-readiness skill.

Listening ability is basic to the learning of reading; listening calls for hearing and comprehension. Some of the skills required for auditory perception are as follows:

¹Ibid.

²Dawson, Zollinger, and Elwell, op. cit., p. 147.

1. Listening provides the vocabulary and the sentence structure that serve as a foundation for reading. . . In a very real sense the child reads with his ears, mentally pronouncing the words to himself.
2. Without the ability to hear and interpret sounds, the child cannot learn phonics.
3. Ability to listen to and provide an ending for a story is a good indicator of readiness for reading.
4. Words most easily read are those that have been heard and spoken.
5. Listening ability is an indicator of the pupils' potential ceiling in reading ability.¹

If the child has not learned to listen, it is the teacher's responsibility to see that he is taught. Listening involves the recognition of sounds through auding. Some children cannot detect or hear sounds, and therefore require training in listening skills with additional practice.

Kindergarten children should be given the opportunity to discriminate between likenesses and differences of sounds in words. This can be accomplished through the teaching of listening, and is just as fundamental to word recognition as visual discrimination.

The separate sounds of our language must be distinguished before children can associate speech sounds with the printed symbols.

A part of the work in laying the foundation for later work in phonics may well be that of providing experiences in recognizing and discriminating between the spoken sound of

¹Emerald V. Dechant, Improving The Teaching of Reading (New Jersey: Prentice-Hall Inc., 1964), p. 96.

word wholes, and possibly some recognition of and discrimination between the sounds of letters at the beginning of words.¹

One of the most enjoyable activities of the auditory discrimination experiences for kindergarten children can be provided by having children listen for words that sound alike in rhymes, jingles, and finger plays which the teacher recites to the children. Later children, themselves, will make up and create rhyming jingles of their own.

Some readiness books have laid the foundation for this type of word analysis (consonant substitution) that requires a child to see, hear, and say that mouse looks and sounds like house except at the beginning, and that mouse begins with the same sound letter as mother, me, and my.²

Alliteration can emphasize particular sounds by repetition. Children can create their own alliterative phrases by using their names that begin with the alliterative sounds as, Pat has a pony.

As the children develop in growth and ability, they will be able to distinguish and determine differences in sounds; the type of auditory discrimination practice can

¹Nila Banton Smith, Reading Instruction For Today's Children (New Jersey: Prentice-Hall, Inc., 1964), p. 475.

²Helen M. Robinson, "Off to a Good Start in Listening and Speaking," We Read Pictures (Chicago: Scott Foresman and Company, 1962), p. 113.

become more varied and more creative.¹

In designing listening activities, the uniqueness of each child must require consideration and a balance of repetitive and creative activities for a developmental program.

VI. LISTENING SKILLS THROUGH SCIENCE

Kindergarten children are naturally curious about their world, and are eager to find out all they can about their environment. Science has already been a part of their everyday experiences before they attend school. They have been curious, and have been exploring their world almost from their moment of birth.

There is an immediate natural environment which surrounds the child at school. His early science instruction begins there. To make this experience rich, the school should be "full of many interesting things." The child should have an opportunity to investigate at first hand both in and near the schoolroom those things which have interest and meaning to him. Thus, he gradually comes to feel at home, first in his small world, and later in the larger world.²

¹ Teachers Edition, My Weekly Surprise, February 16, 1966.

² Iowa State Department of Public Instruction, Kindergarten Handbook, (1966), p. 19.

This process of developing basic concepts through varied first hand experiences with the physical world takes place as children use their sense organs, manipulate objects, observe, question, and listen in solving problems.

Because they want to understand their world, children differentiate and discriminate by touching, looking, listening, testing, smelling, and comparing.¹

Informal experiences are provided so children can experiment with varied materials as they explore sounds about them. Problems occur every day in which questions arise, and children respond through problem-solving skills that involve listening. These problem-solving skills can be taught through listening to the children, and helping them feel it is really their questions.

The teaching of problem-solving and listening cannot be left to chance; these skills must be taught and developed.

Storytime provides many opportunities for developing science concepts through listening and observing.

Science in the kindergarten should be a program where children learn through all their senses. They look, listen, sniff, taste, and feel for the solutions to the problems they raise.²

¹ Beauchamp and Young, Science is Wondering (Chicago: Scott, Foresman and Company, 1961).

² Herman and Nina Schneider, Science Around You (Chicago: D. C. Heath and Company, 1966), Overview.

Because children have had many experiences with sounds before entering kindergarten, they enjoy in experimenting with many different kinds of sounds. They like to hear their own sounds, clocks ticking, wind blowing, water splashing, and many enjoy the sounds of machines.

Children can become more sensitive to sounds in their world if they are taught through listening to discriminate among the differences in sounds.

Beauchamp and Young suggested that "listening" walks be taken giving the children an opportunity to begin listening for sounds in their environment.

Programs providing related experiences in sounds focus upon the following:

1. Extend awareness of sound.
2. Differentiate between loud and soft sounds.
3. Consider how sounds are made.¹

Information about science can be featured in games and activities which use factual knowledge incorporating "listening" and "sound" effects.²

VII. LISTENING SKILLS THROUGH NUMBERS

Few children today enter kindergarten without knowing any number concepts, however their ability will vary depend-

¹Scholastic Magazine, Let's Find Out, October, 1966.

²Sidney and Iris Tiedt, Complete Ideas Handbook (New Jersey: Prentice-Hall Inc., 1965), pp. 200-201.

ing on the experiences dealing with numbers they encountered before entering school.

Those educators who have given serious attention to the needs to deal effectively with numbers, have assembled evidence that children's quantitative and qualitative concepts and their skills in the use of them grow out of their experiences, and that all good parents and teachers give children opportunity for arithmetic experiences essential for their work and play.¹

Children should be given opportunities to discover the meaning of numbers and given experiences with counting, grouping, and making comparisons as to size in kindergarten.

"There is general agreement, at least among those who know how children learn, that from the start children's experiences in arithmetic (math) must be concrete, meaningful, and significant."²

Two writers have suggested discussing with students ways numbers are used in their daily lives. The writer lists those that pertain to listening:

1. Taking attendance (counting aloud while other listen or chime in.)
2. Telling time (manipulating a clock discussing the importance of time orally.)

¹Jean Betzner, "Forward," This is Arithmetic, Bulletin of the Association for Childhood Educational International (Washington, D. C., 1945), p. 2.

²William A. Brownell, "Introduction," This is Arithmetic, Bulletin of the Association for Childhood Educational International (Washington, D. C., 1945), p. 3.

3. Telling your age (counting aloud the number of years old, or show by tapping.)
4. Counting the number of times children jumped rope.
5. Discussing numbers that directly affect them (phone, address, age, birthday, number of students in room.)¹

Number stories can be developed and told by the teacher. As the class listens, they can supply the correct answers to the questions. In this way, children will be listening for a definite purpose.

One writer states that guided listening is usually more effective than listening without any specific purpose.²

Repeating what has been said is another way of developing listening skills in math particularly if another child is asked to do the repeating. When a child is able to repeat correctly any numbers or series of numbers, he is being taught attentive listening. Authorities usually agree that the power of listening to directions and following them through to completion is one of the most important skills in listening.

Spoken directions are given to kindergarten children which involve listening. Children should be given many opportunities and practice in following verbal directions dealing with math. Mental math is an excellent method for

¹Sidney and Iris M. Tiedt, Complete Ideas Handbook (New Jersey: Prentice-Hall Inc., 1965), p. 131.

²Ibid., p. 127.

providing this practice in listening as well as using arithmetical skills.¹ Some of these examples are: (1) Circle the second dog in row 1, (2) color the fourth kitten in the top row, (3) put a cross on the seventh duck. This gives the class experience of listening carefully to more than one direction and then attempting to follow them exactly.

The skillful teacher through her own listening will lead children to ask questions about number concepts and then help them to use known facts to discover the answers themselves.

Three processes that have been stressed in the kindergarten math program by Science Research Associates are: (1) readiness for understanding, (2) ability to listen attentively, and (3) ability to follow simple directions orally.² Attentive listening is being taught when the teacher has given directions or factual content to the math class.

Fingers plays, nursery rhymes, poetry and books pertaining to numbers all help to increase the attention of children and encourage a greater listening power. Some of these can be composed by the children to reinforce understanding of one to one matching relating to sets.

¹ Ibid., p. 124.

² Teachers Edition, Greater Cleveland Kindergarten Mathematics Program (Chicago: Western Printing and Lithographing Company, 1962), p. 3.

The children in kindergarten not only are stimulated to learn about numbers through incidental (but planned) references to ideas and usages made by the teacher.

"The mathematics program for kindergarten should have certain characteristics. It should be systematic, meaningful, sensible, functional, and incidental as well as planned.¹

Kindergartners are constantly exposed to numbers. They see numbers being used. They hear numbers mentioned with reference to time, quantity, distance, amount, and weight. Kindergartners already realize that numbers are an important part of their everyday living. They are curious to know about numbers. Children need many meaningful experiences with numbers--both planned and incidental.²

VIII. LISTENING SKILLS THROUGH SOCIAL STUDIES

All of the experiences in kindergarten are a part of social studies, therefore, a variety of activities are needed to make childrens' learning meaningful and satisfying.

Kindergartners are given many opportunities in group living where they learn to cooperate and to get along with others. They play and work together best in small groups. Appropriate activities are included in the program to meet

¹Virginia Beard, "Mathematics in Kindergarten," The Arithmetic Teacher, IX (January, 1962), 22.

²Teachers Edition, My Weekly Surprise, March 22-26, 1965.

the individual uniquenesses among the children. Throughout each day social living is stressed.

The five-year old needs adult help (assistance and direction) in learning to share materials, in taking turns, in assuming responsibility for the care of personal belongings, and in listening purposefully without interruption.¹

Through living, playing, and working together kindergartners can learn to become responsible citizens and contribute to their society.

In learning self-responsibility, listening and following directions are emphasized.²

All behavior must be learned so children should be guided in their interests and needs by the teacher. The teacher determines the social environment in the kindergarten by the way she arranges the properties.³

Many different centers of interest are set up in the classroom to enable the child to experiment with a wide range of activities, to share materials, to take turns, and to give assistance to others. Through giving and sharing, listening and being listened too, he learns the type of social behavior that is acceptable in the group.

¹Iowa State Department of Public Instruction, Kindergarten Handbook, op. cit., p. 2.

²Teachers Edition, My Weekly Surprise, October, 1965.

³Helen Heffernan, "Kindergarten Living and Learning," Your Kindergarten Book (Connecticut: Educational Publishing Company, 1959), p. 46.

Under the example and suggestions of the wise teacher, the kindergarten child learns the fundamentals of courtesy. He learns, for example, to listen when others are talking; he learns to limit his activities when they infringe upon the rights of others; he learns to understand and to appreciate the efforts and the accomplishments of others; and he learns to give and accept constructive criticism.¹

Social living in kindergarten helps the child to learn about his world through understanding his environment. He doesn't have courses in such subjects as science and social studies but through trips, people and things brought into the classroom, stories, pictures, and other active experiences, he gathers and uses a great deal of "subject matter" about the natural, physical, and social world of home, school, and neighborhood. He finds solutions to such experimenting, looking at pictures, listening to pertinent materials read aloud.²

One of the most important materials in social studies learning has been first hand experiences. These can be provided through school-community resources promoting democratic living.

¹Foster and Headley, Education in The Kindergarten (New York: American Book Company, 1966), p. 47.

²Ralph G. Nichols, "What Are Kindergartens For?" Bulletin of the Association for Childhood Educational International (Washington, D. C.), pp. 3-4.

The kindergarten program acquaints children with the most important holidays through stories, activities, films, and recordings.

IX. LISTENING SKILLS THROUGH PHYSICAL EXPERIENCES

To promote physical development, centers of interest should be arranged in kindergarten providing opportunities for children to explore and experiment with things. Some of these areas provide means for active play; others for quiet play.

Because kindergartners are active children, exercise with freedom of movement is basic to the young child's development and growth. The need for practice in using newly-grown muscles is essential toward growth.

Many opportunities for physical experiences have been introduced through play. Play has been one of the most important and natural ways to promote physical and emotional growth. In dramatic play, kindergarten children are physically active, have fun, cooperate, and learn the meaning of group relationships.

Physical experience programs should include much free play, outdoor-indoor games, rhythmical activities, and experiences with creative materials and equipment. Children can be helped to learn to obey the rules of the group, play fairly, take turns, and help set standards. They learn respect for others through attentive listening.

"Listening habits are developed best if the reason for listening is understood and seems personally important to the child.¹

Through increased listening skills, children are learning through physical experiences, and games that there is a time to follow and a time to be a leader. Both good leaders and good followers are needed in our democracy. Much guidance which is received and taught through listening is needed at this level to help children learn skills in following directions.

President Kennedy's Council on Youth Fitness has adapted many exercises that provide things children like to do in games. Most of these games involve listening too, and following directions.

In introducing new games, the teacher may give a narrative account of the whole game, and then give specific directions for the various parts of the game, or she may simply build up the game step by step giving directions for each part as it comes.²

Sometimes a child is able to teach a game with which he is familiar. This encourages children to listen to verbal directions which builds the foundations for later physical experiences.

¹Department of Public Instruction, "A Day With Kindergartners," Educational Bulletin, 1966, p. 5.

²Foster and Headley, op. cit., p. 309.

In addition to active games, quiet games are used for periods of rest. Quiet games are supplementary to physical activities. They quicken sense perceptions and develop listening skills. Games involving very little bodily movement are: games of hearing, touch, seeing, mental gymnastic games and guessing games.

More and more, teachers have become concerned with the problem of children not listening to each other in the classroom. We have become concerned with the fact that they are not able to listen to us to follow directions.¹

Skills emerge and serve throughout a lifetime if all boys and girls have feelings of accomplishment through a developmental, meaningful program of movement experiences in physical education.²

Through the day in all of his activities including physical experiences, the kindergarten child is learning to speak correctly, adjusting to his environment, listening thoughtfully, and observing closely. His life in the kindergarten is helping him lay the foundation for later democratic living through a facet of physical development.

Kindergarten games should involve body activity. However, competition as such is not for the kindergartner. Since the five-year old usually is an active individual, his

¹Fleming, Curriculum for Today's Boys and Girls (Columbus: Charles E. Merrill Books Inc., 1963), p. 113.

²Ibid., p. 235.

needs require work and play involving bigger muscles. The average home may not have equipment, and seldom the space for climbing, crawling, pushing, bouncing, and jumping. Therefore, the school should provide space and equipment to meet the needs of the kindergarten child.¹

X. LISTENING SKILLS THROUGH ART

A final important type of listening experience kindergarten children can experience is to have the children respond to musical suggestions through drawing, painting, or sketching their impressions.

Materials are arranged before such an experience, and when the class is ready and sitting comfortably they may begin to listen.

Personal reaction can be expressed through music. The teacher may say, "After you have listened to the music, try to draw, or paint what the music suggests to you."²

Children are asked to listen to the music, to try to remember places they have been or have seen, or interesting things they have done. The music is often times repeated before the children are asked to express their ideas.

¹Iowa State Department of Public Instruction, Kindergarten Hand Book, op. cit., p. D24.

²Wills and Stegeman, Living in the Primary Grades (Chicago: Follett Publishing Company, 1957), p. 273.

Kindergartners may be encouraged to combine painting with listening to stories being told. Since five-year olds use much symbolism in their art work this can lead to an interesting discussion of what has been created.¹

Artistic talent cannot be taught. Children can learn, nevertheless, to express themselves through art media. By giving them opportunities to record in paint, clay, charcoal, or crayon what they see, feel remember, or imagine, they can learn art.²

Often the things a child hears may be suggestive of pictures, such as a dripping faucet, the splash of a boat, the roar of a jet, or the siren on a fire engine.

Poems and pretend stories suggest pictures. As the children hear more poetry and listen to the world of nature, many of these sounds can be painted into their pictures.

Educational television offers several listening programs for children. The children are encouraged to draw upon what they hear and feel. The most important step in any creativity is a rich sensory experience.

Experiences that generate strong emotional and sensory responses make the child want to express what he has seen in words, in bodily rhythm, in construction, in model-

¹Holden, Fun With Language Arts (New York: F. A. Owen Publishing Company, 1964), p. 7.

²Wills and Stegeman, op. cit., p. 275.

ing, and in painting.¹

Many listening images are created by words suggesting color, sound, mood, and feelings. Listening centers should be part of the classroom equipment where children can listen to recordings on their own, and develop a degree of competence in creative expression.

When children are swinging, pummeling clay, or painting at the easel, they may sing informally.²

It is the wise teacher who encourages children to utilize constructively the interests awakened by television. Many of these interests have lead to an interest in puppets, photography, and outer space. In the school there should be clay, paints, tools, musical instruments, scissors, paste, and other materials with which children can work creatively.³

Through teaching listening skills, art can become an integral part of the total school program extending it beyond the school into the life of the child's immediate environment. Specific training is highly desirable in developing good listening skills in asethetic activities.

Accurate listening is a skill. It can be taught through a systematic, guided listening program beginning in

¹Heffernan, op. cit., p. 42.

²Winton and Fleiss, "You're Asking Us," The Instructor (May, 1966), 33.

³Paul Witty, "Radio and TV Improving Children's Choices," The Instructor, (May, 1966), 43.

the kindergarten.

Authors and educators have begun to realize the value of teaching listening skills to the young child. According to a journal article, Nichols has stated the following:

Recently published language text books almost without exception include chapters devoted to this learning medium. Their writers tend to agree essentially on five things: (1) that most of us are poor listeners; (2) that with training we could easily improve our performance; (3) that schools definitely should provide such training; (4) that to be an effective listener one must always be active and dynamic; and (5) that the effective performer is sure to be richly rewarded.¹

Some of the recent educators have stated that children just beginning in school are better listeners because they have not as yet learned to read. They have summed this up by saying, "The listener, then, has a positive reaction to what he hears, whether it is the interpretation of the spoken symbols or the understanding of the innumerable sounds that come to his attention."²

Every child needs to do a variety of listening every day. While other children are working in the classroom, the child needs to tune out other voices or turn them down low when he is busy. But there must be enough marginal listening so that he can tune in again when the attention is on him.

¹Ralph G. Nichols, "This Business of Listening," American Trade Association Executive Journal, (January, 1956).

²Eleanor Johnson, "The Improvement of Listening Skills," Department of School Services and Publications (Middletown: Wesleyan University), p. 1.

Since small children are mimics they will likely imitate the listening habits they see around them. An important step in teaching the skills of listening should be to teach the children to listen to the teacher.

Children should be warned that the practice of not repeating instructions will be followed. Every effort should be made to make the activities in the classroom so interesting that all children will want to listen.

Good listening habits must be taught! These habits can be taught effectively when children find a need for listening.

Many listening exercises have been collected and others suggested that are useful and helpful to a teacher endeavoring to build an effective program of listening instructions on the kindergarten level. These instructions and suggestions are included in the handbook to help teachers teach children a developmental program in listening.

CHAPTER III

RESULTS OF THE QUESTIONNAIRE

In this chapter, the investigator has described the procedure followed in forming the questionnaire, to whom it was sent, and how responses were used to describe activities and techniques suggested by other teachers in teaching "listening."

The questionnaire was formed after the writer had reviewed library sources on the literature on teaching listening in the kindergarten areas. Most of the questions were subjective, and dealt with suggestions, activities, and techniques used in teaching listening.

The questionnaires were sent to kindergarten teachers in Palo Alto Community Schools to learn of their needs, and to receive additional suggestions for teaching listening. Because of the few kindergarten teachers, the survey included both first and second grade teachers.

Thirty questionnaires were sent and were returned. Because Palo Alto County has few schools, teachers were eager to participate and cooperate in the survey.

The response to the first four objective questions were as follows:

	<u>Yes</u>	<u>No</u>
1. Do you use the record player to help children relax?	76%	24%
2. Do you use rhythms and games for pure enjoyment?	73%	27%
3. Do you use the record player frequently for stories?	60%	40%
4. Do you use the piano to teach tempo, pitch, sound?	33%	67%

These questions could be recorded in percentages since they were written objectively. The remainder of the questionnaire has dealt with suggestions teachers used in helping children to listen and a description of their activities and techniques used.

Rhythm instruments were used by twelve of the teachers as a tool for increasing the skill of listening and the appreciation of participating in becoming a part of the music. One activity that was successful was the listening and interpreting of records. After listening to a record, children responded by making their "drums talk." "Red Fox and His Indian Drum" has been recommended for good listening. This activity with drums involved careful listening to follow a rhythmic pattern correctly. Through the use of the piano, auto-harp, and record player, ability to discriminate between high and low notes was developed. Some teachers used a pitch pipe, bells, and tuning fork for the same purpose.

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Games based on "high and low" were devised using a musical pattern or any tune, with the children responding in various appropriate ways to each "higher", "lower", or the "same", note. The use of drums and rhythm instruments were effective in developing listening. Over one-half of the teachers did not have a piano available so used this medium. Listening, in many instances, was done through imitation. One pupil would beat on a drum a certain number of times as all listened. The children responded using rhythm instruments or tapping on their tables with pencils the correct number of times. Variations of the game included increasing the tempo and the number of beats played. Beats were sometimes counted aloud to determine the sequence of numbers.

In addition to instruments, singing and folk games were enjoyed by a few. Folk games stressed the listening of musical patterns to interpret the correct number of steps. Through this physical experience, the children listened for the rhythm and responded to the action of the words and phrases of music. Record players were used in this activity.

After the children had listened to a poem or story, they were asked to recall certain descriptive or action words that helped tell the story. After they thought of a good action word with eyes closed, they opened their eyes and dramatized the action. Short poems or stories were read and pupils were asked to guess the title or to make up a title. Children were encouraged by all of the teachers to

listen for action and colorful words.

Through conversation or sharing experiences, children were helped to communicate and to listen to one another. These activities helped the speech handicapped child through using the toy telephone, the inter-com system, and having their voices taped.

The tape recorder was used less frequently because of not being available. For those who used it, a recording was made of the childrens' voices during sharing time, and was played back to the group. This was an excellent means for helping some children become aware of their speech difficulties and to improve their listening. Most of the teachers felt this technique could be successfully used to motivate the speech handicapped child when more tape recorders were available.

The Old Original Mother Goose rhymes and poetry were used in discovering rhyming words and beginning consonants by all of the kindergarten teachers. The children were asked to respond with a physical action such as clapping, or stamping on rhyming words. Rhythms of poems were interpreted through marching, skipping, galloping, running, and walking.

Kindergarten children liked to hear their own names and those of friends so children gave their names and the beginning sound. This became more fun for the classes when they listened for sounds of other's names. Before long, this lead to associating the sound with the letter name.

The teachers used a variety of techniques in teaching recognition of words beginning with the same sounds, as well as rhyming words; for instance, the children whose name began the same as "sun" would line up for milk, or children who had the same color eyes as the word that rhymed with clown might go to the lockers. This skill of listening to beginning consonants and rhyming words was stressed by all kindergarten teachers.

Most science activities were incidental and influenced the improvement of listening abilities. Kindergarten children were introduced to listening techniques by having them see how many sounds they could identify while their eyes were closed: animal, human, mechanical, dangerous, pleasant, and unpleasant sounds. Other teachers used a certain time of the day so pupils could hear sounds in the street, in the hall, or in the classrooms. Children reported on any pleasant, unpleasant, dangerous, or different sounds they heard at home or on their way to school. This helped the children improve their listening to the many sounds in their environment. Children were encouraged to discriminate between sounds that were near and those that were far away. Attention was called to the way the sound changed as it became near and faded away. Example: The sound of a corn picker harvesting.

To give practice in following simple directions, and using an understanding of math concepts, readiness work sheets or readiness math books were used. A few teachers reported using the chalkboard, but most recommended finger plays and poems stressing math concepts.

The flannel board was used by a few teachers. A child narrated a number story placing on the board felt cut-outs of the numerals and shapes involved. This activity encouraged careful listening since each child waited his turn at the board. Numerals included one through ten. Felt figures consisted of the simple geometric figures: circles, squares, rectangles, and triangles. At a later stage children would be taught to make an eight square fold and draw a few simple objects starting in the left square and progressing toward the right.

Social studies included the everyday living or togetherness of the kindergarteners. Democracy was encouraged through attitudes stressing courtesy, honesty, and cooperativeness with each child accepting a role involving responsibility. Many activities revolved about the community helpers and their contribution to kindergarten living.

Physical experiences were correlated with musical games, play-room activities, and listening to directions responding with a physical action.

A few of the teachers reported using audio-visual devices which have been placed recently in schools under the Federal Educational Acts.

One of the devices reported was the television. "Romper Room," and "Magic Window," were recommended as successful learning programs. The Language Arts Program and the Science Programs transmitted from WOI, ETV were viewed as successful listening, and learning programs combining both audio and visual.

Other techniques described were the use of the film-strip and sound film projectors. The children viewed and listened to Educational films. In later activities, they dramatized them. This particular activity included all primary grades in one school once each week.

The opaque projector was used when available to show childrens' illustrated pictures created through listening activities. The enlarged drawings lead children into conversation discussing them. This technique was recommended in teaching listening skills through creativity.

A very few teachers reported on showing overlays on the overhead. Those responding related listening to all areas in the kindergarten. Some children were permitted to illustrate their drawings directly on the overhead motivating improved listening.

Listening comprehension tests were given by about one-half of the teachers to children. After being given

paper and pencils the children listened to a short story, paragraph, or poem. Then they drew their interpretation of what they had heard. The writer has recommended the "Weekly Surprise Listening Tests" for such purposes.

In all activities a policy of not repeating directions was recommended. If repetition was necessary, one of the pupils repeated the directions. Some teachers felt that children should be encouraged to develop a set of listening standards.

From the writer's observation, study, research, and survey, children need to be taught a direct approach to listening and to use this avenue in building a foundation to life in the classroom, school, and community. This can be accomplished through effective instruction beginning in the kindergarten and continuing through the life of the child.

All teachers surveyed felt that a listening program in teaching the skills of listening was a necessity and wished to cooperate fully in making this area one of the most prominent.

CHAPTER IV

SUMMARY, AND RECOMMENDATIONS

It was the purpose of this study to prepare a guide entitled "A Developmental Listening Program for the Kindergarten Children in the Palo Alto County Community Schools." To promote listening instruction for beginning readiness, this program was developed around the needs and interests of the kindergarten child, and was designed to give the child practice in the skills of listening.

The procedure followed in writing this report began when many library sources were studied by the investigator in the area of listening. Recent research was evaluated to determine the best procedures recommended in teaching listening.

The writer documented sources in the kindergarten subject areas (music, literature, poetry, speech, auditory discrimination, science, numbers, social studies, physical experiences, and art) showing the importance of teaching a developmental listening program through activities relating to these areas.

Through means of a questionnaire, the writer surveyed the kindergarten teachers of Palo Alto County to learn of their needs and to receive additional suggestions for improving the teaching of listening skills. The investigator believes that a program in teaching listening to kinder-

garten children can be carried out successfully through the varification, cooperation, and assistance of other kindergarten teachers in the county in answering questionnaires with suggested activities. As a final result a handbook was compiled to be used in teaching kindergarten listening (see Appendix A).

The investigator felt that it was important for the kindergarten, first, and second grade teachers to cooperate and work together that the development of listening can follow a pattern of continuity from one level to another. Through working together, a more direct approach in listening could be planned for the primary grades.

The local schools, communities, and counties must be made aware of the role of the kindergarten in teaching beginning listening on each level so each child will develop at his own unique rate of growth and maturity increasing in his abilities to listen attentively and apply this listening in all activities.

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APPENDIX A

The compilation of the handbook on teaching listening skills to Kindergarten children in Palo Alto County became a reality after the survey was completed investigating the need for a developmental program in listening.

The Handbook is organized around the subject areas of Kindergarten including music, literature, poetry, speech, auditory discrimination, science, numbers, social studies, physical experiences and art showing activities that can be used to teach skills of listening.

Teachers can make use of the handbook in the following ways:

1. By using it as a planned listening program.
2. By using it to supplement their regular programs.
3. By using it as a re-training program in the skill of hearing.
4. By using it in specific areas.
5. By fusing it with other programs.
6. By using it as a developmental program (step by step) in teaching listening skills.

"Today the schools of America are being encouraged by the National Council of Teachers of English to institute listening training at every grade level," wrote Nichols.¹

Therefore, this handbook is but a beginning in helping teachers find ways to teach better listening, and may influence others to improve their efficiency in teaching listening.

¹ Ralph Nichols, "Ten Guides to Good Listening," from The American Educator Encyclopedia.

Musical experiences should be a vital part of each child's life. The primary aim of experience in music appreciation for the kindergarten child is development of a real liking, within himself, for fine music. The major objective at the kindergarten level is to teach and help children learn to listen.

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LISTENING SKILLS THROUGH MUSIC

1. Matching tones

- a. Sing a child's name using a particular tone.
Child may answer, "My name is" Help child find his singing voice-discriminating between speaking and singing voice- pleasant tones and unplesant tones.
- b. Hum on notes c---g; child responds the same way.
- c. Teacher sings or plays a song on piano or record player. Children respond by singing with or without accompaniment.
- d. Children hum a part of a song while instrument plays, then children listen while the instructor sings a part--in this way through listening, children learn the whole song.
- e. Listen to a song
Listen to melody
Repeat words.
Sing whole song through.

2. Contrasting Moods

- a. Listen to marching music; listen to waltzing music.
Children respond in doing "what they feel music is saying or telling."
- b. Listen to loud music; listen to soft music.
Children may respond by clapping either loudly or softly.

3. Contrasting Rhythms

- a. Listen to records. Children respond by doing actions (free interpretation) while sitting or standing. Children have opportunity to express themselves rhythmically.

4. Listening for Musical Patterns

- a. When musical pattern is repeated in song, children respond by a physical reaction such as stamping, clapping, humming, etc.

5. Musical skills used through Listening
 - a. Running, skating, galloping, skipping, etc.--may be taught through physical movement of body and responding through listening to piano, records, drum, or harp.
 - b. Clapping to music; stamping to song.
6. Tapping Rhythmic patterns
 - a. Teacher may clap or tap a pattern. Children tap back the same pattern.
 - b. Instruments may be used in establishing a pattern (piano, melody bells, tonettes, or auto-harp.
7. Play two short melody or tonal patterns. Ask "are they the same or different?"
 - a. Play two short rhythm patterns. Ask are they the same or different?
 - b. (The same may be done with pitches) Is the second high, lower, or the same?
8. Listening to resonator bells
 - a. Mix up bells making up a scale. Each one plays--Class decides who is holding the do, then re, etc. until scale is completed or built.
9. Creating Rhythms
 - a. Children listen to different tempos in music; respond through creative expression as swinging, swaying, imitating animals. Children may try one another's rhythms.
10. Using Rhythmic Instruments
 - a. Children may use instruments experimentally for creating rhythms they have heard and enjoyed. They may create rhythms about what they do in work play activities as hammering, tapping, bouncing the ball, skipping rope.
11. Using Record Player for Listening
 - a. Listening to a record showing book that accompanies record after first playing record.

- b. Children dramatize individually or in groups stories or parts of stories heard; songs also.
- c. Chanting or singing familiar parts of the record.
- d. Children respond to each theme with an activity as flying, elephant steps, pushing a wheel barrow, etc.
- e. Children imitate the actions of different animals as they listen to record.

12. Using Musical Games and Rhythms

- a. Listening to a pattern. Listening while the teacher gives directions to singing games as: London Bridge, Farmer in the Dell, Looby Loo, Farmer Chin. (Some children will begin creating their own musical games which results from listening.)

13. Listening for relaxation, enjoyment and quiet

- a. Story albums
- b. Records accompanied with or without film strips
- c. Quiet music for resting
- d. Music for fun activities
- e. Introduction of orchestral instruments through record listening
- f. Introduction of the Classics
- g. Listening to radio programs designed for musical activities

14. Informal Listening

- a. Relaxation
- b. Enjoyment
- c. To one another's songs or dances.

15. Formal (definite emphasis)

- a. Recognition of rhythms (galloping in "Red Fox")
- b. Listening for a certain sound ("Cuckoo" in Cuckoo Waltz)

- c. Listening for a change of rhythm or type of music
- d. Recognizing instruments through listening to their sound

There is no passive listening in Kindergarten. Even the music used to lull the children at rest time is suggestive of quiet and relaxation. (As referred to in Living in the Kindergarten p. 197).

Resources that should be available for a satisfactory listening program in music.

- | | |
|-----------------------------------|----------------------------|
| 1. a piano in tune | 4. Rhythm band instruments |
| 2. a record player | 5. Radio for holiday music |
| 3. a tape recorder (if available) | |
- 16. Use high, medium, and low notes on the piano or any musical instrument for showing how the "The Three Bears" would sound or "The Three Billy Goats Gruff." (Children can be shown where to find these places on the piano if they want to dramatize the story).
 - 17. The auto-harp can be used for listening and is an exceptionally good instrument for listening. Children may listen for low and high tones.
 - 18. Piano, auto-harp, or records can be used to listen for the same theme as it repeats itself throughout a piece. (Children may hum theme that runs throughout piece.)

Recording Available in the Palo Alto County Library for
Musical Listening

No.

- 18 Babes in Toyland
- 158 Christmas Carols
- 105 Carousel
- 12 The Circus Comes To Town
- 24 The Cowboy Rides the Range
- 78 Jingle Bells
- 25 The Laughing Record
- 42 Let's Have a Rhythm Band
- 72 The Magic Piano
- 152 Mother Goose Suite
- 102 The Music of Christmas
- 99 Peter and the Wolf
- 40 The Party Record
- 142 Stephen Foster Melodies
- 144 Victor Herbert (Philadelphia Orchestra)
- 55 We Wish You a Merry Christmas
- 15 Singing with Mother Goose
- 36 The Star Spangled Banner

Through listening experiences in Literature and Poetry, the children will be stimulated in talking and sharing ideas which words represent, listening to another child telling a story, and adding words to his vocabulary through skills in listening. Listening in this area helps a child to learn to express what he feels creatively and naturally.

LISTENING SKILLS THROUGH LITERATURE AND POETRY

I. Story Reading (by teacher)

A. Types of Books

1. Folktales
2. Animal Books
3. Fanciful Books
4. Fairytales

(Children re-tell stories and discuss their feelings about different stories)

II. Story telling

Anyone who tells stories to groups of children invariably become a personal friend to each child in the group. The more often a story is told, the more it grows in depth and conviction, for the storyteller gains from her audience as much as she gives.¹ An excellent reference for storytelling is Children and Books by Arbuthnot.

III. Library Corner

A. The library corner should be inviting and cheerful. Some library corners have "Listening posts" which enable children to hear oral transmission of stories.

1. Tapes can be made of stories by teachers so children can listen to hear stories through this device.
2. Radios can be used for literature and poetry programs.
3. Television can be used for educational programs in the area of Language Arts through Iowa Educational TV.

IV. Dramatization

A. This encourages children to listen not only to themselves, but to listen to one another. Through dramatization, children are free to use their own words in expressing their language.

1. Pantomining, as story is read or re-read, children may pantomime the characters and actions as they listen.

V. Appreciative Listening

A. Stories

Reference: ¹The Horn Book, Viguers, "Storytelling and the Teacher," March, 1960, NEA Elementary Instruction Service.

- B. Poems
- C. Music

VI. Attentive Listening

- A. Sharing and showing
- B. Conversation
- C. Following directions
- D. Discussion (Listening to one another)
- E. Making announcements (taking turns)

VII. Poetry

- A. Describe objects or mental pictures heard in poem.
- B. Encourage listening for new words.
- C. Describe experiences poetically, such as "Whirling leaves, frisky colts, prancing horses."
- D. Responding to what the poetry tells as in music: swinging, turning, whirling, tip-toeing, galloping, etc.

VIII. Self Expression

- A. Retelling stories by children.
- B. Repeating poems by rote.
- C. Discriminating through listening facts or fanciful tales.
- D. Repeating jingles and nonsense poetry they like.

IX. Poems like music are suggestive of certain movements or moods. The following are suggestive for rhythmic responses; children respond to the words of the poem.

- A. Walking
 - 1. Peter Peter Pumpkin Eater
 - 2. Hot Cross Buns
 - 3. Diddle Diddle Dumpling
 - 4. Little Boy Blue
- B. Skipping
 - 1. Georgie Porgy
 - 2. Lucy Locket Lost her Pocket
 - 3. Patty Cake, Patty Cake Bakers Man
 - 4. Hey, diddle diddle
- C. Galloping
 - 1. Ride a Cockhorse to Danbury Cross
 - 2. Hark, hark the dogs to bark
 - 3. A Farmer went trotting upon his gray mare
 - 4. Ride away, ride away
 - 5. Husky Hi
- D. Tiptoeing
 - 1. Tip toe, tip toe
 - 2. Finis
 - 3. Check
 - 4. Star light

- E. Jumping
 - 1. Jack be nimble
 - 2. Jump, jump, jump
 - 3. Jump or jiggle
 - F. Hopping (American Singer Book I)
 - 1. Hop, hop, hop
 - 2. Handy-Spandy
 - 3. Hoppity
 - 4. Hippity Hop to Bed
 - G. Swinging
 - 1. How would you like to swing with me?
 - 2. How would you like to go up in a swing?
 - H. Running
 - 1. Run all Day
 - 2. Play follow the leader (running)
 - I. Free expression
 - 1. (Children respond to the poetry as they feel while the poem is being listened to- each responding in his unique way).
- The above are either old Mother Goose Rhymes or taken from Time For Poetry Arbuthnot, Scott, Foresman and Co., Chicago, 1959 unless specified.
- J. Tell a story to the group--children listen and choose an appropriate title or name.
 - K. Child re-tells a familiar story and links it to a personal experience of his.
 - L. Teacher reads a familiar story from two different sources. Listen to find out how the stories differ. (a good example is the classic "Little Red Riding Hood.")
 - M. Teacher describes a certain book in the "book nook", child finds book through listening to description and brings it to the class.
 - N. Tell a story, when you have reached the climax, allow children to finish the story or tell what they think will happen next.
 - O. Children listen for repeated sounds in a very short story.
 - P. Listen to recording of poetry. Make a list of words on board--then read part of the rhyme and have children choose a rhyming word to complete the verse. Though children cannot read, listening will be stressed and play an important part.

The education of our children must include the learning of the art of good speech if they are to adapt themselves to our society, be prepared for life situations, and make their contribution to our democracy.

LISTENING SKILLS THROUGH SPEECH

The following pages will show how a kindergarten teacher can use various activities through listening to try to improve the speech needs of the children who require additional help.

Ss (The sound is made with the lips in a slight smile position and the teeth nearly closed and is a breath sound)

I. Listening for sounds of "s" through content.

A. Experiences: Children look out window on a sunny day. What did you see? I saw the sun. (Children giving answer) Repeating by using a complete sentence.

Stories: "Sammy Snake's Sound" from Corrective Speech

Poems: "My Family" page 51.

"See Saw" page 52 Talking Time.

"I See" page 57 Talking Time.

Game: "I see" using a series of pictures beginning with "s". Children say "See, see, what shall I seeeee."

Game: Snap to the commands SSSSSSSSSS sounds.

Sit on chairs.

Sag to the right.

Slide to the left.

Skate on the floor.

Swim with your arms.

Sniff like a dog.

Sail like a boat.

All those children whose names begin like Susy slowly sink to the floor. Imitate objects and animals that make the s-sound--snake, teakettle, air escaping from a balloon.

II. Mm (This sound is made like the "p" sound in that the lips are pressed together lightly to prevent the air from escaping through the mouth. Vocal cord vibrate. Listening for the "m" sound)

A. Show picture of cow, play record, or use musical clocks with sound of cow. Encourage children to make the animal sound with or without record.

B. Children may pretend they are cows and make sound and motion to the music.

C. Poems: "A top" page 210

"Three Little Kittens" page 211 Talking Time

"Melinda Likes to Moo" page 211

Children chorus the "Moo, Moo, and Meow" in different ways. Play an instrument or use the record player while children dramatize and

pretend they are the animals. (Check for those having trouble making the correct sounds.)

Zz (The "Z" sound is made like the "s" sound except there is a voiced sound.)

III. Listening for the "Z" sound through song.

- A. Sing to tune of Muffin Man--"Mary has a zipper purse."
- B. Skate around the room to "The Skater's Waltz" singing the words zip, zip, zip.
- C. Additional listening "Fuzzy wuzzy, page 66-Talking Time

Rr (Open mouth, say ah, let tongue curl up and back toward roof of mouth)

IV. Listening for sound of "R" in the sentence.

- A. Question: What is red?
An apple is red.
A color is red.
A balloon is red.
A bracelet is red (Answer in complete thoughts.)
- B. Poems: "Rooster" page 87
"Raindrops" page 89
"Rag Man" page 88
(Dramatize the sound of the fire engine r-r-r-r-r-r-r-)
- C. Speech Hats: Each child cuts a paper hat from a sack. These are corrective speech hats. When a child tries to say a word with the sound of "R" correct, he stamps his feet--if incorrect, he removes hat.

Ll (Raise tip of tongue to press lightly against ridge behind upper teeth.) L is a voiced sound.

Musical games: Looby Loo
London Bridge
Rhyme This Little Pig
Ten Little Indians (Sing and dramatize)

Ff (This sound is made by upper teeth pressed lightly against the lower lip and air forced out between the breath and lip.)

V. Listening for the sound of "F" through finger plays.

Poem: Fee, fie, foe, fum,
See the little monkey run

Fee, fie, foe, fum
 Oh, how he is having fun
 My monkey is my little thumb.

Listen for difference of "f" in fee and "th" in thumb.

- A. Story: "Fluffy Kitten" page 120 Talking Time
 (Use flannel board to tell story. As Fluffy meets animals, place pictures on flannel board.
- B. Children listen to another child give an incomplete sentence, and another child answers with a picture beginning with "f" such as: I fished in the lake and caught a f--h. (fish)

VI. Vv (The sound is made like the "f" except that vocal cords vibrate..

- A. Correlate with month of February and Valentine's day.
- B. Use flannel board with poem "Valentine" page 123 Talking Time
- C. Song: "Valentine, I love you" from Music Round the Clock. Each child chooses a valentine (child) and skips around room as music is played.
- D. Children cut out paper hearts. They give their heart to someone else and says, "My valentine is for you."

VII. Jj (Vocal cords vibrate- combination of "d" and "ch"- J is a voiced sound-breath forced out between teeth and lip.

Poems: To market to market to buy a fat pig
 Two little blackbirds sitting on a hill
 Jack and Jill
 Jack Be Handy

Chime in on the words Gingerbread man--I can run away from you, I can I can, For I'm the Gingerbread man.

VIII. Tt (tongue pressed lightly against gum ridge behind upper front teeth holding air within mouth. Lower tongue quickly air is released and on gets "t" sound-- is a breath sound.

- A. Record things beginning with "t" sound on chart.
- B. Story: Terry Ticker Talking Time.
- C. Have children whisper watch sound in teacher's ear and in one another's ears.

IX. Dd (This sound is like the "t" sound except the vocal cords vibrate and is not a breath sound but a voiced sound.

- A. Poem: Hey Diddle diddle
 Diddle diddle Dumpling
- B. Story: "Donny Typewriter" page 165 Talking Time
 When the typewriter is heard,--chorus it together with D, D, D, D, D, D.

- C. Game: Rabbit Hop Corrective Speech Book (Children are rabbits but can only hop when "d" sound is heard in a word.)
- D. Teacher reads a variety of words and children listen for the sound of "d". This is their clue to hop.
- X. Kk Cc (Back of tongue raised and pressed against soft palate: lower back of tongue release air quickly and explosively. K is a breath sound.)
- A. Poems: Old King Cole
Polly Put the Kettle On
The Three Little Kittens
This Little Pig went to market
The above can easily be adapted to dramatization and creative activity.
- XI. Gg (This sound is made like the "K" sound, except that the vocal cords vibrate.)
Record: What a Funny Way to Talk! Imitate the animals.
Listening for the sound of:
- A. "Go, go, go, page 176, Talking Time
- B. "The Frog" page 178 Talking Time Children are allowed to make the sound of the frog family. Repetition has no value unless the teacher takes steps to see that each child is repeating the sound correctly.
- Yy (This sound is made like the "k" sound, except that the vocal cords vibrate.)
- XII. Listening for the sound of "Y"
- A. Poems: "My Puppy" page 181--Children chime in on "Yip, Yip, Yip. Talking Time
- B. "Yellow, Yellow" page 181--Use pictures to help tell poem. Choose a child to be yellow duckling and let him tell the class what he might see (sensory images through pictures) Talking Time
- C. Use farm animal cut-outs. The child puts an animal into a lot saying, "I put the horse in the barnyard.--listening for the medial "y" sound in the word barnyard. He must listen, hear, and respond.
- Pp (Lips are shut tightly holding the air inside the mouth. "P" is a breath sound, lips together, then open to release breath.

- XIII. Listening for the sound of "p".
 Music: Pop goes the Weasel.
 Poem: "Pump, pump, pump" page 188. Children dramatize. Talking Time "Pop Corn Man" page 189. Children pretend that they are the corn popping. (This gives opportunity for listening and responding).
 Dramatize: "Peas Porridge Pot".

Bb (This sound is made like the "p" sound, except that the vocal chord vibrate.) Like "p" it is an easily voiced sound.

- XIV. Music: Baa Baa Black Sheep
 Bibbity, Bobbity Boo from Walt Disney picture "Cinderella"
 Poem: Brook Talk page 189 Talking Time
 Baby's Bonnet page 191. Substitute names of children in the class and let each choose the color of the bonnet to be worn. Use name of child in place of baby. Talking Time

Hh (Vocal cords partially closed. This sound is a continuant, and can be made continuously without being interrupted or forced out as p, b, t, d.)

- XV. Listening for the sound of "h"
 A. Poem: "Cocker Spaniel" page 196. This poem illustrates "h" as a breath sound. Talking Time
 B. Tell story of "The Three Pigs." Allow children to dramatize and repeat: I'll huff and I'll puff and I'll blow your house down. Not by the hair of my chinny, chinny, chin.
 C. "Laugh with Me" page 198. This exercise is used for breath control and vowel repetition. Have the children place their hands on their diaphragm in order to feel muscular movements as they say: Ha, Ha, Ho, Ho. Talking Time

Wh (Round lips for oo. The sound is a breath sound. Children may pretend fingers are candles and feel their breath against fingers. Children may make pin wheel and blow on it--the wh sound will make pin wheel spin.

- XVI. Listening for the sound of "wh", Feeling the sound
 Music: "Where O Where Has My Little Dog Gone?"
 "Rock a By-Baby."
 Poems: "The Pin Wheel Sound" page 200--Use pin wheels when saying this poem and blow gently into them. Talking Time.
 "Ten Little Candles" page 200--Bend a finger into the palm of the hand with each "wh" sound.

Ww (This sound is made like "wh" except that the vocal cords vibrate and breath is not blown out forcibly--w is a voiced.

XVII. Listening for the sound of "w".

- A. Story: "The Gray Wolf" page 203 Children chime in on chorus "W,W,W, Children should try to listen to hear the difference between "wh" and "W". Observe in order to find if children are substituting "w", for "r".

XVIII. Nn (This sound is like the "t" sound--soft palate lowered, air passes out through the nose to produce nasal sound.)

- A. Poetry: "Little Mosquito Song" page 214. The poem provides repetition of the "n" sound.
- B. Music: Children may hum up and down the scale reviewing, listening and singing both "m" and "n".
- C. Teacher plays familiar tune on piano or record player--children hum "m" and "n". They may pretend that they are tops or mosquitoes and act out while humming.
- D. Children will learn through listening, repetition, and responding to the various mediums presented.

XIX. th (In making the voiceless "th" sound, as in thank, the lips are relaxed and slightly parted. This is a breath sound.

- A. Say a group of words, some having the voiced sound and some without such as: chair, three, floor, think. Use in games and check to see if the child can recognize the sound through listening.
- B. Children may think of reasons for being thankful. As they express in complete thoughts: "We are thankful for -----". The voiceless "th" is taught.

XX. Listening for sound of "sh" (The sides of the tongue are pressed against the teeth while the body of the tongue is arched toward the hard palate.)

- A. Game: "The Wishing Game"--Let children state their wishes concerning what they would like for Thanksgiving, Christmas, or birthdays to eat saying: I wish I had _____. This is a good game for the "sh" sound.
- B. "My Hen"--adapted from Mother Goose. Lines 1, 3, 5, 7, 9, and 11, are solo lines, while the even numbered lines are to be said by the group.

- C. Name the different kinds of farm machines. The word machine has the medial "sh" sound.

ch (is a breath sound and is a combination of "t" and "sh." In making it the tongue, lips, and teeth move from the "t" to the "sh" position. The soft palate is raised and the vocal chords do not vibrate. "Ch" is one of the most commonly misarticulated.

Music: "Chim-Chim Cherie" from Mary Poppins.

Play train having children say "Choo, choo" as they move about in a line forming a train.

XXI. Listening for the sound of "ch"

- A. Poem: "Choo Choo Train" page 142--getting softer and softer.
- B. "Woodcutter's Song" page 143 Talking Time.
- C. Musical Game: Tune, "Old MacDonald Had a Farm." Mount pictures of farm fowls and animals on flannel for use on the magic flannel board. To start the game, have a child select an animal or fowl, saying, "I choose a turkey: the turkey says, "Gobble gobble," etc. He places his choice on the flannel board and the class then sings the stanza of the song about the turkey or his animal.

Teaching Aids for Listening for Corrective Speech:

1. Have children make a booklet with the eight colors and this will aid in getting child to say the colors. This can be done also with numbers from 1-10.
2. Make paper bag puppets. Child places hand inside bag for movement of the mouth using fingers for portraying characters or sounds.
3. Stick puppets can be used for stories and poems.
4. Fishing game. Cut out fish, write a sound that child needs repetition. Tie magnet on piece of string. Child holds pole and dips magnet into cardboard pool or fish bowl.
5. Sleepy toys for relaxation can be done to music.
6. Birthday cake--use for "wh" sounds when blowing out candles.
7. Pinwheel--this can also be used for "wh" sound.
8. Pictures of animals--which will illustrate different sounds children have weakness in saying correctly.

9. Make a speech sound toy collection. The "s" box may contain a horse, saw, salt shaker, spoon. Do this for other sounds.
10. Make a clown--use tongue depressor to show in what position tongue is placed for the sounds that children are encountering difficulty.

Other mediums that can be used in the classroom by the teacher in correcting the kindergarten child's speech through listening.

1. Telephones play telephoning in the kindergarten familiarizes the child with a listening situation. Walkie talkies can also be used.
2. Stress Poetry and Choral Speaking for medium, soft, and loud.
3. Radios--play "broadcasting".
4. Recordings and transcriptions appeal to the ear and offer opportunity for children to develop discriminating listening.
5. Tape recorder can help children improve their speech through listening to the playback of the tape.
6. Television--can improve both speaking and listening combining visual with audio with experiences that benefit child.
7. Sound films: Another medium offering sensory appeal.
8. Film strips can also be used to stimulate interest in correct speech habits.

"Possibly if each teacher examined her own listening experiences and habits, she would gain increased insight into the factors involved in listening and thus become better equipped to guide children."

Ralph Nichols

Games taken from, Mending The Child's Speech by Edith B. Goldberg to aid the kindergarten teacher in helping and teaching through listening correct speech forms.

SPEAKING EXPERIENCES

Planning and telling about work accomplished

"Reading" pictures

Interpreting drawings and paintings

Telling original stories and retelling stories that are familiar.

Reciting finger plays, nursery rhymes, and verses.

Relating experiences concerning home, family, friends, pets, trips, new toys.

Imitating the sounds of the world such as the tick-tock of the clock, the putt-putt of the motor boat, and the animal voices on the farm or in the zoo.

Conversing informally during play periods, stimulated by props such as housekeeping equipment, toy telephones, a circus or barnyard scene, and etc.

Games (to help child incorporate sound after he has learned how to produce it.)

1. Play the listening game. The teacher reads a list of familiar words including things to eat, to wear, farm and zoo animals, names of children and flavors of ice cream and soft drinks. The child signifies when he hears the designated sound in isolation or within a word, in the following ways:

Bodily movements

Snap fingers

Raise hand

Nod head yes

Clap hands

Advance a step

Stand

2. The children take turns in telling how many times to say a sound.
3. Sing a drum rhythm ("Yankee Doodle" or any other), using the sound in isolation.
4. Use a record player, singing the tune with a specified sound.
5. Pretend you are talking to a person near or far away bringing a soft or loud response.
6. Dramatize The Three Bears using a loud voice, medium voice and a soft voice for Baby Bear.
7. One child shuts eyes, another hides an object in the room; as the first child hunts for object, the other children make a sound in isolation, loud when he gets near the object, soft as he goes further away.
8. Prolong a sound. Continue the sound until:
 - A small bell rings
 - A child stoops and rises
 - A top or arrow stops spinning.

9. A puppet claps his hands when he hears a right sound and covers his ears when he hears a wrong sound. Allow children to use puppet and to make their own.
10. Wind a thread on a spool when you hear a right sound. Stop winding when you hear a wrong sound.
11. Raise a STOP sign when you hear a wrong sound. Children may make their own stop signs from red paper.
12. A child may put a penny in the bank after saying a sound correctly. Let other children judge whether he has said it correctly.
13. Use a Jack in the Box. Keep Jack out of the box until sound is produced correctly, or child detects a wrong sound.
14. After corrected sound is well established, provide opportunities for negative practice. Have the child produce the sound in both the right and wrong ways changing quickly from one to another.
15. Make a Speech Calendar. Write in each square a word or use a picture for kindergarten containing "his" sound that the child has learned to say correctly. He will say all the words or pictures each day correctly.

References:

Speech Correction Through Listening (1959)
(Stories and games for retraining children with articulatory problems) by Bryngelsen and Mikalson Scott, Foresman and Co. Chicago

Talking Time - Scott Thompson

My Weekly Surprise (articles pertaining to the developmental correction on speech)

The weekly Developmental Speech program given in My Weekly Surprise presents the speech sound for each week describing it as follows:

Description of Sound. The wh sound as in whisper is a breath sound. It is correctly made with lips rounded, then breath and sound released.

Oral Speech Activities. The class can have fun saying or singing nursery rhymes such as: Where, O, Where, Has My Little Dog Gone? or Rock-a-Bye, Baby.

Children are invited to tell their impressions of white things as:

White Things

What is white as snow?

.....Some clouds are white.

.....My shirt is white.

.....is white, etc.

Three consonant sounds are not included in the Surprise Speech Program. The sounds q, x, and ng--are not as frequently needed by kindergartners. They are developed in the Speech Program of My Weekly Reader, Grade 1.

Books recommended and available in the Palo Alto County Library to assist the classroom teacher in helping speech handicapped kindergarten children in the classroom.

Mending The Child's Speech Edith B. Goldberg, The Instructor Handbook Series 1959 F. A. Owens Publishing Co., New York.

Together We Speak Helen Kitchell Evans 1959 F. A. Owens Publishing Co., New York.

Speech Improvement, Phonic and Word Study (filmstrips available)

FS 60	ABC Illustrated
FS 492	Beginning Sounds
FS 494	Fun With Words
FS 493	Letters and Sounds
FS 1263	Testing Yourself on Sounds
FS 1262	Vowel Sounds Help You
FS 1134	Alphabet Sounds and Recognition
FS 1133	Suditory Discrimination
FS 1113	Classifying

Good states the definition for auditory discrimination as "the act of discerning the differences among sounds, especially the sounds making up words; the distinguishing of one word or word part from another--the ability to distinguish among sounds of different pitch or intensity." Before a child reads, he should be able to discriminate between words that differ in only one sound at the beginning, in the middle, or at the end; and in a listening skills program he has many opportunities to be taught and to respond.

LISTENING SKILLS THROUGH AUDITORY DISCRIMINATION

- A. Auditory discrimination
 1. Hearing poems and stories
 - a. Child retells stories and poems in sequence; places pictures of story or poem in sequence while telling it to others.
 - (1) "Three Bears"
 - (2) "Three Billy Goats Gruff"
- B. Child asks questions while story is being read; or answers questions concerning the story that is being read or told.
- C. Child chimes in on refrains of stories as:
 1. "Not by the hair of my chinny, chin, chin."
 2. "Fee, fi, fo, fum, I smell the blood of an Englishman."
 3. "I can run away from you, I can, I can for I'm the Gingerbread man."
 4. "Hundreds of cats, thousands of cats, millions and billions and trillions of cats."
- D. Listening to and remembering songs (This is illustrated in musical activities.)
- E. Responding to piano or recorded music (Illustrated under musical activities.)
 1. Listening to story records
 - a. The Little Caboose
 - b. The Ugly Duckling
 - c. Jack and the Beanstalk
 2. Using Rhythm Band Instruments
 - a. Children experiment with instruments, producing desirable sound effects.
 - b. Tapping out rhythms to songs--children guess song tapped.
 - c. Making games of rhyming words as: Say nursery rhymes. Children fill in missing rhyming word.

Humpty-----sat on a wall.

Humpty-----had a great ----.
 3. Listening for words that rhyme as:
 - a. Dramatize through clapping or stamping the rhyming words

Jack and Jill

Hey diddle diddle

Hickory, Dickory Dock

Ask children to listen to the words that sound alike or that rhyme. Then clap on the words. To vary the exercise, they may jump or repeat words softly, or become little echoes and repeat after the teacher the rhyming words.

4. To extend experiences, ask children to play a listening game as the teacher says:
 Jack and Jill went up the walk
 Hickory dickory, dell
 Hey diddle diddle, the cat and the viola
 Ask children to fill in with correct rhyming word.
 After corrections are made, ask all to repeat the rhymes correctly by rote.
 5. Play Echo--Teacher taps loudly on drum a tapping rhythm, children respond by clapping or tapping the same rhythm with pencils on tables.
 6. Children can produce several sounds in sequence--bells, triangles, blocks, percussion with rhythm instruments. Vary the sequence.
 7. Dramatization can also be correlated with the above.
 8. Listening to changes in pitch, rate, expressions and rhythmic rhymes, songs, poetry, and tone.
- F. Speak the last syllable of a word to the class as ("AN"). Ask children to speak aloud as many words as possible ending with the same sound. (Can, pan, Dan).

To teach the "ing" through listening, describe an action and ask the child to tell the "ing" word that goes with it. Jane rides a bicycle. Jane is riding a bicycle.

Pretend you are in Santa's workshop. Let one child stand before the group and make a sound which illustrates some toy or animal. Let others guess what he has in mind. Discuss different noises made by cars, trucks, tractors, trains, ambulances, animals, etc.

Discuss baby animals. Ask children to imitate the sounds these animals make. When an animal is brought to school, this presents an appropriate time.

Children enjoy saying or repeating similar sounds as: A big black bug bit a big black bear, Peter Piper picked a peck of pickled peppers, or She sells shells by the sea shore. (This gives practice in alliteration or hearing the same consonant sound.)

When children have learned the first letter in words. Ask them to walk around the room finding other words or objects beginning with that sound. (Individual children or groups may do this.)

To teach the alphabet through listening. Call a sound and if a child's name begins with the sound he becomes a part of the parade. A's being first and B's and etc.

Make a train with box cars that have pictures or real objects beginning with certain sounds. Children may play with these, but they must always go back in the correct box car. These can be marked with a picture on the outside of the car and its beginning sound.

Make a rough drawing of a big birthday cake on the chalkboard. Then place alphabet picture cards in the pocket chart. Ask (for example) "Who would like to put a candle on the cake with the b sound?" The child selected names a picture beginning with the b sound, removes it from the chart, and draws a candle on the cake.

Huckle Buckle Beanstalk

Five children are sent from the room. Those remaining decide on an object (beginning with the letter b for ex. ball). The five children enter the room. They are to guess the chosen object. The closer the five children come to the object chosen, the louder the others clap. The first person who discovers the correct object says, "Huckle Buckle Beanstalk," picks up the object and says the word stressing the beginning sound.

Individual Boxes

Each child looks for pictures to represent the sounds they are learning. At a given time during the day, the boxes are opened and the pictures are named while the rest of the class listen for a specific sound.

Traveling

The children choose a place to visit. Each child must think of a sound that begins like the place he will visit (M sound for Milan).

Train

Choose an engineer. All the rest of the children in the room are the coaches. The last seat is the caboose. Everyone will think of a word that rhymes with an for example. If a child is unable to think of a word or makes a mistake, he becomes the caboose and others move forward one seat.

Make pictures depicting the alphabet. Each child has his own pack of pictures. The teacher tells the children what sound to listen for. The child in turns finds that picture from his own pack and in turn tells the children what sound to listen for.

Going Fishing

Make a circle on the board. (pond) Draw a fish in pond. Have a child go to the board and say a word using the beginning sound of fish-f-sound. Each correct answer that

the child says he gets to draw another fish in pond. This can be done with flowers, trees, or things of interest to the kindergarten child.

Catch the Balloon

To strengthen auditory perception, draw pictures of things beginning with the consonants sounds like dog, cat, pig, house, in balloon like circles on the chalkboard. Add lines (strings to these circles.) A pair of children may race to "catch" a balloon by naming the consonant sound corresponding to the word named by the teacher.

Moving Day

Prepare cards using the pictures of items that can be found in a house, e.g. chair, doll, book, cup, bed, stove, rug, top. (Duplicates are alright). Choose a leader to distribute several cards to each player.

The leader asks, "Who has something to go in the moving van that begins with the same sound as banner?" The players whose cards have pictures on them beginning with the correct sound will read them aloud and then give their cards to the leader.

What Is It?

Simple riddles may be used for this game. The teacher tells the first one: "It rhymes with stair. We can sit on it. What is it?" The child giving the correct answer may tell the next riddle.

Collect articles beginning with the same sound and place in box. These may be played with during work play period but must go back into the correct box with same sound.

Read very softly--then give surprise directions.

Children given a picture or object; match with correct picture or object on flannel board. (This can be done with rhyming pictures or beginning sounds.)

Game--"Cross the Bridge"--To cross the bridge, one must think of a word beginning like Jack; use many other words with beginning consonants.

Make booklet of pictures with beginning sounds or rhyming words. (This can be done as a group project or individual).

Listen for differences as:

John is asleep in bed. Mother is holding a pan.
John is not asleep in bed. Mother is not holding a pan.

Stress listening to the speaker at sharing time.

Use flannel board figures to tell a story which emphasizes a certain sound. These stories serve as a beginning for the children's own expressive creativity.

Start "The One Time Club"--following directions the first time.

For a lesson on paper or readiness book--cross out word that does not rhyme or cross out word that begins with a different sound.

Kindergartners learn about their world through many mediums. One is listening to it and experimenting with it. Kindergarten science experiences can enrich the childrens' oral and understanding vocabularies. This section has been planned to cover an area of interest to kindergartners emphasizing listening. "A child's initial learning comes through listening."¹ These experiences are developed to help the child become aware of auditory presentation.

¹Lillian M. Logan, Teaching the Young Child (Houghton-Mifflin Company, 1960), p. 233.

LISTENING SKILLS THROUGH SCIENCE EXPERIENCES

I. Elements and Forces of Nature¹

A. Air

1. Have children blow up a balloon showing it takes up space. When air is expelled, children will hear the air pushing out. Observation--air takes up space.
2. Blow into a small bottle. A whistling sound comes from the bottle. Observation--people make music from blowing through instruments.

B. Wind

1. Fan yourself with a piece of paper. Watch the wind blowing, leaves, paper, snowflakes, dirt. Observation--the speed or force of wind can change. We can tell by the sound of wind. Sometimes it is only a breeze, other times a destructive force.

C. Rain

1. Watch the rain from inside the school room. Listen to the rain. Sometimes it rains hard, sometimes gently. Observation--the rain may sink into the ground, evaporate or run off into gullies. (Discuss its sound and dramatize the way it sounds through bodily motions, voice, or song.)

D. Ice

1. Observe a small pond where ice has formed. Skate on pond. Note the sound. Note sound when one breaks icicles off a building. Observe difference in sound when ice begins to thaw. Observation--discuss values of ice, its dangers that our ears tell us, damage from ice, fun on the ice, fishing through the ice, traveling on the ice.

E. Snow

1. Observe the crunching sound when walking on snow. Discuss the uses of snow. (Fun, moisture, making ice cream, protection to roots and animals.)

F. Sleet

1. Observe how sleet beats on windows, building, and stings face. Discuss the dangers; traveling, walking, destruction to communication poles and wires, electricity.

¹Foster and Headley, Education in the Kindergarten (New York: American Book Company, 1966), pp. 380-420.

G. Fire

1. Observe sometime striking a match. Listen to fire crackling in fire place or outside. Discuss sound of fire truck. The dangers of fire that fire can be used constructively but is not a play thing.

H. Electricity

1. Walk across the rug, dragging your feet. Then touch something made of metal or another person. Listen for the popping sound. Observation--an electric shock results. Discussion--Listen for the sound of electricity as you comb your hair. Name things that make sound that are operated by electricity. (Toaster, razor, vacuum cleaner, radio, TV, and so on.) What would happen without electricity?

II. Sound and Hearing¹

- A. Listen to sounds on a quiet morning. Tell about soft sounds.
- B. Listen to loud, soft, high and low sounds. They are made in many different ways.
Experiment: Put a few grains of dry cereal on the middle of a drum. Strike near edge of drum. What makes cereal move? Hold one hand on the drumhead when you hit it. Observe--Is the sound loud or soft?
- C. Hold fingers on your throat and buzz like a bee. Can you feel and hear your own sound maker?
- D. Ask the nurse to let you listen to the sounds inside someone elses body through a stethoscope? Discuss how this is helpful.
- E. Make a 4-way string telephone and take turns talking and listening to one another. You will need four paper cups connecting the string. When you speak, your voice makes your cup and the string vibrate. Then the other people hear.
- F. Practice talking and listening on real telephones.
- G. Discuss hearing aids that some people wear because they cannot hear well. It receives sound vibrations and makes them stronger.
- H. Make a one string guitar from a stick, milk carton, a pencil, a string, and two thumbtacks. Tie the string lightly. Note loud and soft sounds. Deep and high sounds. How are they different?

¹Herman and Nina Schneider, Science Far and Near (Boston: D. C. Heath & Co., 1965), Chapter I.

Possible Discussion: From Weekly Surprise

Some sounds are pleasant, others unpleasant. Why? Why do some rooms have echoes? (Some ceilings are made to absorb sound.)

Give children several minutes to think about one beautiful or different sound they heard on their way to school (bird, jet). Have child attempt to make or demonstrate sound. Ask each child to close eyes and think of one sound he would like to hear again, if he had but one to choose.

Remind children that in describing something, one must use colorful words as an artist uses in a picture.

Give some ideas as

- A blue sky
- A tall sunflower
- A noisy dog
- Crackling fire
- Crunchy snow

Discuss:

- Early morning sounds
- Musical sounds
- Playground sounds
- Sounds in lunchroom
- Kitchen sounds
- Sounds in woods

Facts: Sounds are produced by vibrations. When objects are hit, they begin to vibrate (move back and forth). The faster an object vibrates the higher the sound. Sounds differ in pitch, loudness, and quality. Four kinds of sounds are voices, music, noises, and animal sounds.

Have children listen to sounds around them, and decide from where the sounds come: classroom, hall, outdoors, cars, street, air, and etc.

Have the children decide which sounds are high or low, loud or soft, fast or slow, near or far away.

Have children make and listen to sounds such as tapping on tables, hitting different materials, whistling, and plucking piano wires.

Record the children's voices on a tape recorder and then play back the tape.

Discuss the various machines through which we hear sounds such as TV, radio, and telephone.

Invite different members of the school band to demonstrate their instruments for the kindergartners.

Encourage the children to have fun imitating sounds they hear.

Help children to learn some terms used to describe sounds: boom, cackle, chirp, clang, cluck, crunch, gobble, hiss, rattle screech, thud, tinkle, tramp, wail, whine, whistle. (Help them to identify the sources of these sounds.) Children listen for the direction from which a sound comes-- behind the listener, upstairs, or downstairs. Children listen to difference in sounds of falling object-- rubber ball, wood block, metal can or book. Help children to think of animal sounds and imitate them.

Summary from Foster and Headley Education in the Kindergarten page 390-391

- A. Close eyes and try to enumerate all the sounds you hear
- Observe
1. Sounds of nature: bird calls, animal sounds, gurgling water, acorns dropping, wind sighing
 2. Human sounds: talking, singing, laughing, crying, walking, running
 3. Mechanical sounds: hammering, sawing, motors, car brakes

Experiments:

Make a funnel out of a piece of paper. Talk through the funnel. How does your voice sound?

Hold a watch as far away from your ear as you can reach. Listen to the watch. Put it on the table and put your ear close to the table. Observe when it is louder or softer.

Specific Kindergarten Experiences Involving Listening

1. Sharing housekeeping responsibilities
2. Experimenting with toy cars, fire engines, trains
3. Staging a play radio performance
4. Listening to a guest musician
5. Listening to neighborhood sounds
6. Tuning in to TV on educational programs presenting stories, dramatizations and science reports and demonstrations
7. Listening to old and new stories
8. Listening to recordings
9. Listening to dramatizations
10. Listening to music
11. Listening to tape recorder
12. Tap various objects around the room to hear different sounds

13. Close the door quietly, then bang it
14. Listen to recordings of various sounds
15. Make a tape of the different ways sounds can be made
16. Make sounds in different ways
17. Make a recording of classmates' voices, play to recognize voices
18. Listen to bird songs (Play a record of bird calls)
19. Listening to corn popping, sounds and feeling of shuffling through dry leaves.
20. With heads down; recount noises heard.
21. Listening for noises or sounds denoting danger or caution as: horn on car, growl of dog, roar of bull, squealing brakes.
22. Listen for sounds that are warning us as storms, fire, wind, water, hail, sleet.

Group Cooperative Stories. Invite the children to tell their impressions of weather they have observed. The teacher will record the dictated ideas. The following starter-upper can be used but will need to be adjusted to agree with your local weather.

Weather

I know different kinds of weather.

- . . . rainy days
- . . . gray clouds in the sky
- . . . _____, etc.

Resources in Palo Alto County Library To Teach
Listening Skills in Science

Filmstrips

FS 1573 Animal Babies
FS 11 Animals to Know
FS 405 Farm Pets
FS 599 Mamma Cats' Babies
FS 584 Using Protective Coloring
FS 237 A Walk in the Woods
FS 425 Birds

16 Mm Films

F- 58 Birds in Winter
F- 50 Robin Redbreast
F- 31 Weather

Recordings

R- 171 Song Birds (with book)

Seasons

FS 406 Autumn in the Country
FS 1498 The Seasons
FS 718 Spring is Here
FS 21 Summer Days
FS 734 Why the Seasons

16 Mm

F- 59 Children in Autumn
F- 60 Children in Spring
F- 61 Children in Winter

It is in the area of mathematics that the Kindergarten teacher has perhaps her greatest chance to help the child begin to develop his listening skills with number experiences that help him develop his powers of reason, and offer opportunities for the discovery of relationships.

LISTENING SKILLS THROUGH NUMBERS

- I. Counting - cardinals (encourage children to count as far as they can) (This will vary with children)
 - A. Counting by rote
 - B. Rational counting (listening to others count and chiming in)
 - 1. Count chairs in the room, colors in box, etc.
 - 2. Count number of children in room
 - 3. Count the number of children wearing different colors
 - 4. Count children present, absent
 - C. Auditory counting
 - 1. Count number of claps for children present or absent
 - 2. Count the number of taps on desk
 - 3. Count the number of times a child jumps rope
 - 4. Count the number of times a note is sounded on an instrument
 - 5. Count number of times the school gong chimes
 - 6. Count number of beats on a drum
- II. Counting cardinals through tenth
 - A. Teach cardinals in every day activities
 - 1. Rebecca is the first child because she is leader.
 - 2. John is the second child in line.
 - 3. Yolanda is the sixth girl.
 - 4. Teach cardinals using room number as: first grade is grade one, second grade is grade two, etc.
 - B. Teach cardinals by listening to directions
 - 1. Color the first square blue (number sheets)
 - 2. Stand in the second line near the door
 - 3. Girls stand in the first line
 - 4. Boys sit in the third row
- III. Grouping
 - A. Put groups of children together. Ask other children how many are in each.
 - B. Stand a group of five in a line. Show how four children and one more make five by moving children about.
 - C. Have children group themselves by 3's, 4's, as they work on committees. (This involves listening on the part of each child.)
- IV. Recognizing meaning of number
 - A. Have a child ask another to:

1. Clap three times
2. Stamp six times
3. Hop two times
4. Gallop ten times
(Children must listen to establish number of times). This preceeds visual counting.

V. One to One matching

- A. This can be done through such games as London Bridge--having a child from one side hold hands with another from the opposite side to discover whether both sides are equivalent.
- B. Following oral directions in matching colors on children to discover if sets are equivalent stressing the kind of objects in the sets does not matter in determining if the two sets are equivalent.

VI. Making comparisons through dramatic games by hearing directions

- A. Bring me the longest color
- B. The book farthest from the table
- C. The doll closest to the toy
- D. The shortest pencil, the taller chair, the largest book

VII. Recognizing shapes (four basics)

- A. Listening to spoken directions to:
 1. Form a circle for a game
 2. Form a triangle for shape of tent
 3. Form a square for folk game
 4. Form a rectangle for rhythms

VIII. Weighing and measuring for school records

- A. Listening to own height (said by teacher)
- B. Listening to own weight
- C. Listening to a clock strike--hearing and learning that the clock measures time

IX. Developing concept of money

- A. Counting aloud milk money
- B. Counting money brought for assembly programs
- C. Listening to group count

CONCEPTS AND ACTIVITIES IN ARITHMETIC FOR KINDERGARTENERS THROUGH LISTENING

I. One to one correspondence

A. Listening experiences in matching with equivalent sets

1. Ask four children to stand. Have another child place as many books on the library table as there are children standing. Are there enough books for each standing child to have one?
2. Give a child six crayolas. Pass them to each child in a small group. Were there enough crayolas for everyone?
3. Knock on the back of the piano or tap on a table. Have the children hold up one finger for each knock (tap) heard.
4. During milk period pick a child to pass milk cartons or straws or napkins, etc., to his table so each child has one of whatever he is passing.
5. Game: Number Party--each child receives a number which he keeps secret. He comes to the party and taps his number (of times) on the door. He asks "Who am I?" The children at the party reply "Come in two" (or whatever his number happens to be).

B. Listening experiences in matching with larger sets

1. Three girls are picked to come to the front of the room. There are five dolls. Are there as many dolls as there are girls? How many more girls can have a doll?
2. Give each child counting sticks or blocks. Ask him to hold or lay out before him as many sticks as there are doors in the room; chairs at the table; or windows in the room, etc.
3. Finger play: Two Little Robins
There were two little robins (thumbs up)
In an old tree top
One was called Pip, the other Pop. (wiggle as called)
Fly away Pip! Fly away Pop! (birds fly away behind back)
Come back Pip! Come back Pop! (birds come back to lap)

II. Terms

A. Readiness experiences

1. Larger-smaller; tall-short; long-longer, etc.

- a) Compare sizes in children, balls, books, toys, blocks, chairs, tables, apples, pictures, windows, teachers, cars, etc.
- b) Make a tag board animals such as a rabbit, at least four feet tall. Children can then compare their own size to the bunnies size.
2. Opposites: up-down; in-out; over-under; top-bottom.
 - a) Simon says
 - b) Children dramatize by doing some of these "opposites". Let other children guess the word being dramatized.
 - c) Rhyme for fun:
 "Here we go up, up, up
 Here we go down, down, downy.
 Here we go backward, here we go forward,
 Here we go round, round, roundy."
3. Concepts concerning the serial order as well as the understanding of number are developed through counting children in the room, number present, number absent, number of people in his family, hearing familiar stories such as Three Bears, learning rhymes and jingles. These meanings can then be extended by having children count beads on a string, spools on a wire, counting from left to right.
4. Concepts concerning the recognition of two-ness, threeness, counting the items in a group, by comparing groups of children and objects, by experimenting with objects arranged in patterns of 4 or 5, by arranging objects in two or more groups and observing the various combinations of objects as for 3 - 111, 2 + 1, and 1 + 2.

III. Natural order of numbers--(Enumerating real objects gives meaning to number sequence and quantity. Tactual, visual and auditory counting are all equally important. Mrs. Midland says that education is most important when you are an active participant. YOU LEARN BY DOING.)

A. Readiness experiences

1. How many boys? How many girls? How many all together? How many pets? How many can sit at table #1? How many scissors are needed at this table? How many crayolas in this box? How many stripes in the flag? How many red? How many white? How many dolls in the doll house? There are too many children in the play house. How many will have to leave? How

many characters will we need for this story? Three Billy Goats? Three Bears? Little Red Hen?, etc. How many times can Joe bounce the ball without missing?

2. Game for fun: "Jack in the box". Children sit in a circle. Each child squatting down as if in a box. The "Jacks" count, beginning with one. As Jack one says "one" he jumps out of his box. As child two says "two" he jumps out of his box, etc. After all are out they count the opposite way, jumping back into their box in the circle.
3. "Musical Chairs"--How many chairs do we need? Is there one less chair than children?

IV. Ordinals--Need to develop an understanding of the use of numbers to denote position.

A. Readiness experiences

1. Have three children stand before the group. Tell them to listen carefully and then follow the directions given. Say that the first child must skip to the teacher's desk: that the second child must clap his hands two times and that the third child must pat the top of his head three times.
2. Place three objects on the flannel board. Tell one child that you are thinking of the bird (if that is one of the objects)--he must tell you the position in the row of that bird, etc.
3. Place a row of objects on the flannel board--play "Switch-O". Ask one child to switch the positions of the first and third objects. Ask another to switch the positions of the second and third objects, etc.
4. On a large piece of construction paper mark off four rows. In each of the rows paste five pictures of baked goods. Hold the simulated bakery shelves before the children. Have one child tell about the item he wants to buy by describing its position. He may even indicate which row it is in (it may be in the first or top shelf, etc.) Have another child identify the item by telling the position in the top shelf (it is the chocolate cake, the third one on the top shelf.)
5. Rhyme for fun: Five Little Puppies
Five little puppies were playing in the sun
The first one saw a rabbit and he began to run;
The second saw a butterfly, and he began to race;

The third one saw a pussycat, and he began to chase;
 The fourth one tried to catch his tail, and he went round and round;
 But the fifth one was so quiet, he never made a sound.

Information for this paper taken from the following sources: S R A; Colorado State Department of Education Kindergarten Guidebook; Hazel Lambert's "Early Childhood Education"; Prentice-Hall Kindergarten Workbook; and ideas from other Kindergarten teachers in the Drake University Kindergarten Workshop.

Knowing the number names or counting by rote does not of itself indicate the ability to really count. There are listed six stages in the complete process of counting:

1. Rote counting--repeating number names without meaning.
2. Enumeration--counting to find objects in a group.
3. Identification--in a group of six blue marbles and two white marbles, identification answers the question, "In which group are there six marbles?"
4. Reproduction--in the above example, reproduction is the response to the statement, "Pick out three blue marbles from the total pile."
5. Comparison--when the child determines that there are more blue marbles than white, he compares the number of each color. Comparison answers the question, "Of which color marbles are there more (or less)? How many more (or less) of this color are there?"
6. Grouping--this is the final stage in learning to count. This is the ability to tell at a glance the number of objects in a group. This ability, which has not received the attention it should have is essential. Inability to group can be considered a sign of immaturity.

Early Childhood Education, H. Lambert

This oral test or listening test was taken from an article in The Arithmetic Teacher, January, 1962. "Mathematics in the Kindergarten" by Virginia Beard.

Virginia Beard suggests that we begin our math program with this oral test. At the end of the year, re-test with the same questions. She says you should see a definite "math growth" in their thinking and reasoning.

1. Let's look at the color blocks. How many blocks are in the pan? (10)

2. Take two blocks out of the pan.
3. Put one block on top of the other block.
4. Here are some books. Pick up the fourth book.
(Note fourth from left to right since five books are there).
5. Which would you rather have, this dime or this nickel?
6. When you come to school, it is about one o'clock. Which clock says one o'clock? (A wooden clock set at one o'clock and a tag board clock is set at six o'clock).
7. Where is the number for five on the clock?
8. If _____ and _____ were playing in our sand box and you came to play too, how many would then be playing together?
9. _____ and you each have a pair of shoes. How many shoes are there all together?
10. Here is some paper. Choose one piece. Show me one-half of this paper.

(Children may dramatize the type of work done by members of the family including them or share experiences orally in the tasks they help do at home.)

A. Learning about Community Helpers

1. Policeman (word through occupations of parents in learning about community helpers, some of the parents may be these). (Observe policeman in his work. Listen to his messages coming over patrol car on radio and telephone. City children could have this experience in riding in a taxi).
2. Fireman (We should follow and listen to directions during a fire drill. Visit the fire station. Have ride on fire truck listening to siren and hearing how firemen contribute to our safety.)
3. Milkman (Visit a dairy--discuss the uses of milk orally. Listen to the dairyman explain his work. Evaluate with class ways the milkman helps the community.)
4. Doctor (either visit his office, or ask him to come to school to talk with the children about ways he can help them keep well. Children may listen to his stethoscope while checking one another.)
5. Baker (Visit a bakery, or ask a 4-H demonstration team to speak and demonstrate methods of baking. Dramatize mixing ingredients, kneading the dough and pretend they are machines mixing the dough to various rhythms.)
6. Other workers could be involved depending on the community in which the children live, others may be:

street cleaner, butcher, dog catcher, service station operator, etc.

Each teacher can try to work for democratic living in the classroom through daily association with her class, in work, play and sharing. She can emphasize these through stories, dramatizations, poems, sounds, art, creative play which stress listening.

Social experiences in the kindergarten help the child to live happily with the group, and to extend his understandings beyond the classroom into the community. They help him to become socially adjusted to his many varied environments, and to lay a foundation for his contributions as a citizen to society.

LISTENING SKILLS THROUGH SOCIAL STUDIES

- I. Living in the school (Help children develop an attitude of group appreciation which develops courtesy through polite listening.)
 - A. Kindergarten room
 1. To become acquainted with the teacher through informal conversation and oral communication, with both trying to become better listeners.
 2. To become acquainted with other children through participation involving participation in activities.
 3. To practice safety at school (discuss playground safety--listening to suggestions given by group pertaining to school safety.
 4. To practice bus safety and walking safety to school (listening to safety patrol and bus drivers talking on safety, dictating safety standards, stressing courtesy by doing safe things.)
 5. Take a safety walk near and around the school stressing signs: stop, slow, caution, and crosswalks orally.) Children later can draw pictures of good safety habits learned through oral and listening talks.
 6. Sharing and taking turns. (Children may have profitable listening experiences through sharing personal experiences, or possessions part of the day. This fosters listening, speaking and oral communication and leads to understanding and respecting others.)
 - B. School Buildings
 1. Meeting the Superintendent and Principal (Through a visit to their respective offices and listening to their discussions on their duties as helpers.)
 2. Meeting the custodians, school nurse, and school cooks. Through helping to keep room neat, lessons by nurse on health, cooks talking about balanced diets in respect to helping the children keep well.)
 3. Tour the buildings and playground (understanding on and off limits through oral directions and rule standards.)
 - C. Playground
 1. To understand through explanations playground rules.
 2. To share and care for playground equipment.
 3. To learn there are limitations. (This can be accomplished through setting up a chart of

- standards through teacher-pupil planning promoting speaking and listening.)
4. Encourage dramatizations depicting playground safety, or pantomimes using puppets.)

II. The Family (incorporating the principle of worthy home membership)

A. Members

1. Having fun at home.
2. Enjoying family relationships
3. Mother's duties.
4. Father's work.

B. Activities

1. Collect information about work of mother through TV, radio, stories read and apply to family as a group.
2. Discussion revolving around the importance of father working.

III. Observing Special Days

- A. Birthdays of children (Sing Birthday song)
- B. Halloween
- C. Thanksgiving
- D. Christmas
- E. Valentines' Day
- F. Lincoln
- G. Washington
- H. Easter
- I. Mother's Day
- J. Father's Day

Listening skills can be taught through stories, songs, musical rhythms, and dramatizations and fingerplays.

Filmstrips available in Palo Alto County Library
for listening concerning Social Experiences:

The Bakery (These would teach listening skills as they would be read to the children since kindergarten children do not read.)

Community Helpers for Health

The Doctor

Our Fire Department

The Mailman

The Policeman

Tom and Nancy, The Safe Way to School

Tom and Nancy, Busy Morning at School

Janet Visits a Dairy Farm

Janet's Birthday Party

Safety At school

Filmstrips available for Holidays

Halloween

Thanksgiving

Christmas

Our Post Office

Celebrating Washington's Birthday

Easter

Through participation in both planned and informal play the child develops neuo-muscular coordination, bi-lateral skills, and a knowledge of physical activities. All these contribute to his physical fitness and development.

LISTENING SKILLS THROUGH PHYSICAL EXPERIENCES

These activities were planned to help teach listening skills through listening attentively and then following directions.

I. Listening Stunts

- A. Bird Hop--Stand; fingers crossed on chest, feet together, jump forward.
- B. Chicken Walk--Squat; arms around outside of legs and hands clasped below knees, walk forward.
- C. Crab Walk--Lie on back; put hands under shoulders and raise body, move forward or backward.
- D. Duck Walk--Squat; put hands on knees, walk forward.
- E. Dog Run--Bend over, place hands on floor, knees bent. Walk forward on hands and feet.
- F. Rabbit Jump--Bend over, place hands on floor outside of knee; put all the weight on hands as feet are brought forward, weight on feet as hands are moved forward.
- G. Frog Hop--Squat; put hands on floor inside of knees. Jump forward, raising hands and feet from the floor at the same time.
- H. Walrus Walk--Lie on floor face down; put hands under shoulders and raise trunk from floor, walk forward on hands dragging legs.

II. Jump

- A. Jumping Jack--Squat; knees wide apart, arms folded on chest; jump to a stand, feet wide apart, arms flung out to the sides; return to a squat and repeat.
- B. Heel Click--Stand with feet apart; jump high, hitting heels together before landing.
- C. Switch--Jump, turn, land facing opposite direction.

III. Stand

- A. Armless Rise--Lie on back, arms folded; come to a stand.
- B. Rising Sun--Sit, knees bent, feet flat on floor close to body; rock back raise feet, rock forward bring feet down hard swing arms up; stand.

IV. Balance

- A. Knee Bend--Sit and on right leg, left leg forward and off the floor; squat on right leg, return to a stand.

- B. Knee Dip--Hold left foot in right hand behind the body; bend the right leg touching left knee to floor, stand.
- V. Animal Babies--Use pictures of several animals on small cards and place them in a box. (Encyclopedias usually devote sections to animal parents and babies.) Let each pupil draw a card and then name the animal baby. Or, hide cards each of which contains either the animal or the baby's name. Players then try to find matched pairs. Some examples might include: goose--gosling; hog--piglet; bear--cub.
- VI. Nursery Rhyme Characters--These questions can be read aloud and a point given to the pupil who calls out the correct answer first. The child calling out the answer might be asked to repeat the rhyme.
- A. Who lays eggs for gentlemen? My Black Hen
 - B. Who has one for his master? Black Sheep
 - C. Who flew on a gander? Old Mother Goose
 - D. Whose cupboard was bare? Old Mother Hubbard
 - E. Who comes at noon? A ten o'clock scholar
 - F. Who came tumbling after? Jill
 - G. Who licked the platter clean? Jack Spratt and his wife
 - H. What is like a diamond? Little Star
 - I. Who went to bed with his stockings on? My son John
 - J. Who jumped over the moon? The cow
 - K. Who had a garden? Mary, Mary Quite Contrary
 - L. Who called for his pipe? Old King Cole
 - M. Who runs in his night gown? Wee Willie Winkie
 - N. Who went to see the Queen? Pussy Cat
 - O. Who ate a Christmas Pie? Little Jack Horner
- VII. Magazine Hunt--Before you destroy fall issues of magazines, try this game. Divide the class into teams. Name an object or event related to autumn (acorn, migration of birds, leaves, etc.) Each pupil listens, then looks for the object in his magazine. If he succeeds first, he gains a point for his team. Other objects may also be named such as toys for Christmas, gifts for Mother's Day.
- VIII. Quiet Games--May be done at tables, those successful forming a line at front of the room; or may be done in a circle. Those who miss, sit down. Any who miss cannot add a new name or object.
- A. Circus--One names an animal beginning with a; the next repeats that animal and names one

- beginning with b; etc.
- B. Kaleidoscope--One names a color; the next repeats that color and names a new color.
 - C. Refrigerator--One says, "Grandmother keeps in the refrigerator" (Object that begins with A). Next repeats the sentence and adds an object beginning with B (can use letters or sounds of the letters.)
 - D. Memory Run--One touches some object in the room; the next touches that object naming both objects and a new object, etc.
 - E. Good Morning--First child stands with back to class. Second child steps in back of first and says, "Good Morning _____ or Good Afternoon _____". Child listens to recognize voice.
- IX. Jack a Dandy--Child chosen to sit on chair with back to group, after placing crayolas in back of chair for everyone to see. One chosen to take away one color while others say or sing:
 Little Jack a Dandy, has a stick of candy,
 Everytime he takes a bite,
 A little piece goes out of sight.
 Lucky Jack a Dandy.
 Then the child on chair turns around and tells which color has been removed and chooses someone to take his place. Variations: Block of mixed sizes or colors, blocks of varied shapes. Substitute other child's name for "Jack". Substitute other child's name for the "he" in the second line.
- X. Who is Knocking At My Door?--Children sit quietly in a circle. One child is chosen to sit on a chair in the center of the circle or the front of the class and shut his eyes tightly. Some other child (chosen by the teacher) goes up and knocks on the floor behind him. (Using a block or something hard). Child with closed eyes says, "Who is knocking at my door?" Child knocking says, "It is I." Child with closed eyes guesses who it is. He has three guesses. If he cannot guess, he looks and then another child is chosen to knock. If he guesses correctly, then the "Knocker" becomes it and the teacher chooses another "Knocker."
- Variations: I'm a snowman "Little Tommy Tittlemouse
 I'm a bear Lives in a little house.
 I'm a wolf Someone's knocking at
 his door,
 Who am I?" a voice is
 saying, Who am I?"

- XI. Stir the Soup--Children sit on chairs in circle. Leader who is to make the soup stands in center. He taps several children who come into center with him to be the ingredients, such as potatoes, carrots, peas, salt, etc. He then announces he is going to heat the soup and everyone in center walks around as he pretends to stir soup with spoon (yardstick). When soup is done he taps the floor three times with stick and all run to get a chair. (Children must listen for three taps.) Child left without a chair makes soup the next game.
- XII. Stoop--Children stand in informal group. Any light marching music may be used. The children take tiny running steps with the music. When the music stops they all stoop. (This stresses careful listening.)
- XIII. Do as I Do--The children form a line behind the one who is chosen to be leader. The children follow the leader around listening and saying what he does. The leader tries to say many different things.
- XIV. Policeman and the Lost Child--The children sit in the circle. The teacher may be the mother for the first time. The mother asks the policeman to help in the search for her lost child. The policeman asks the mother to describe what the child is wearing. Careful listening helps the policeman to find the child.
- XV. The Belled Cat--Children form a circle with two in the center as the kitty and the mouse. The kitty is blindfolded. The mouse carries a bell and runs from the kitty who tries to catch the mouse by the aid of the sound of the bell. The mouse must keep within the circle. When the mouse is caught, two other children are chosen to take their place.
- XVI. Bell Ringer--Two chairs are placed back to back in the center of the circle. A bell is placed on one chair. The child is seated on the other chair with his eyes closed. A child is quietly chosen to tip-toe into the circle, ring the bell and run out of the circle with the other child attempting to catch him before he can get back to the chair in the circle. Child must run out of circle then back in again to sit on chair.

- XVII. Skipping Stoop--Children stand in informal group; any skipping music may be used. All the children skip with music. They are to stoop when the music stops. The last one down is out of the game.
- XVIII. Railroad Train--Each player is named for some car on a train as engine, baggage car, coal car, flat car, etc. One person is trainmaster or starter and tells a story naming all the cars. The player bearing each name runs as named to the starter and lines up behind him putting his hands on the shoulders of the one in front. When all are on the train, the starter gives the signal for the going and the whole train moves on its journey. For a large group, make up two or more trains. At a given signal of a bell or whistle, all run for a chair.
- XIX. Squirrel Squirrel, Your Nut is Gone--One is chosen to be the squirrel. He sits on a chair in the center of the circle. A nut is put behind the chair. The squirrel hides his eyes. A child from the circle tiptoes to the chair and takes the nut. The children chant, "Squirrel, squirrel, your nut is gone," the squirrel must guess who has his nut. He may ask questions to find out.
- XX. Who's There?--One child sits on a chair in the middle of the circle with his eyes closed. Another child then knocks on the back of the chair. The child on the chair asks, "Whose there?" The child then answers, "Gray squirrel." The child on the chair tries to identify the voice.
- XXI. Where Did You Hide It?--One child is chosen to be the squirrel. He is to hide a make believe nut. He whispers the place in the room to one of the children. Then he calls on the other children to hunt for it. They ask questions such as "Did you hid the nut under the chair?" etc. If this gets too long and no one guesses or finds the nut, the squirrel must reveal his hiding place.
- XXII. Hide the Witch--Choose a small group of children to leave the room. While they are gone, hide a witch. Have the small group of children find her by listening to the other children clap. They clap loudly when the children are near the witch and softly when they are far away.

- XXIII. Witch, Witch, your Broom is Gone--This game is played like "Dog, Dog, Your Bone is Gone" substituting the words Witch, Witch, your broom is gone.
- XXIV. Boo--One player is the owl. He is blindfolded. The rest of the players are the ghosts. They join hands around the owl and move slowly in a circle. When the owl wishes, he touches one of the ghosts and says "Who is it?" The circle stops moving and the player touches answers "Boo." If the owl can guess the name of the ghost, the two change places. If the owl does not guess he gets another chance to try again.
- XXV. Hi, Ho for Halloween--(Tune Farmer in the Dell.)
 A goblin in the dell A goblin in the dell.
 A goblin in the dell
 Hi Ho for Halloween
 The goblin takes a witch.
 The witch takes a cat.
 The cat takes the bat.
 The bat takes the owl.
 The owl takes the ghost.
 They're all in the dell.
 The ghost stands alone.
- XXVI. Toy Shop
 A. A child pretends to go to a toy shop. He dramatizes a toy and makes the appropriate sound; the others attempt to guess what toy it is.
 B. Santa's Visit--As children pretend to be asleep, Santa distributes paper or small real toy. The child dramatizes the toy he received making the appropriate sound. Others guess.
 C. Did you Ever See a Toy?--This is a variation of "Did you Ever See a Lassie?" Have children sing "Did you ever see a toy make this sound and that sound?" They then pretend to be a toy of their choice.
- XXVII. Butterflies--One child is the butterfly catcher and stands in front of the others. The children are seated on chairs or on the floor. Another child is selected to be the first butterfly and he runs around the room waving his arms slowly up and down. As he runs, he taps others on the head and they rise and fly around the room behind the first one. When there are six or seven butterflies, the butterfly catcher taps so many times on the wall.

The butterflies, after listening to the number of taps, must fly home before they are caught. The first person caught is it for the next game.

XXVIII. Follow the Wind--Everyone stands in a group around the teacher, who has a whistle. She says, "The wind blows east," and points. All children run in that direction. At the sound of her whistle, they must stop immediately. She then gives them another direction in which to run.

XXIX. Leaves
I like to rake the leaves
Into a great big hump
Then I go back aways
Bend both my knees, and jump.
Children make motions with imaginary rake. Form a big mound with hands, walk back a few steps and take a jump.

XXX. Rest Game
Now go to sleep while I count ten
1 2 3 4 5 6 7 8 9 10
Wake up and stand like soldier men
Touch your left ear with your right hand
Raise your left foot and on your right foot stand
Both feet on the floor, hands on your knees
Now clap them behind you, if you please
Now go to sleep once more
Until you hear 1 2 3 raps on the door.

XXXI. Round the Ring--Children form a circle. All chant the following verse as one child with a color skips around the inside circle. He steps in front of a child who names the color. These two skip around the circle together. Another child is then chosen to take a different color and the game continues.
Round the ring, round the ring,
With a color true,
Guess its name, guess its name
And I will give it to you.

XXXII. Learning names of children and colors--A child rolls a ball to a certain child saying his name and the color he is wearing, in turn he rolls it to another child saying his name and the color he has on.

XXXIII. Child is blindfolded--another says Guess who?
Listening for voice recognition.

XXXIV. Jump rope--give a sentence for each letter as: A my name is Alice, B, my friend is Bob, C, he comes from Canada, D, he is a dandy and through the alphabet.

XXXV. Take an imaginary trip and pretend the different sounds that you would hear on your trip. Make these and tell what they represent.

Books recommended for Listening Games:

Physical Education in the Elementary School Van Hagen, Dexter, Williams California State Department of Education Sacramento, 1961.

Complete Ideas Handbook by Tiedt and Tiedt, Prentice Hall New Jersey 1965.

Exercise Book by Nancy Claster, Golden Press, New York 1964.

Follow the Leader

Finger Play time David C. Cook, Elgin, Illinois, 1960.

Finger Playtime Ellis and Lyons, Dennison and Co., Inc., Minneapolis, Minnesota, 1960.

Childcraft No. 8 Creative Play and Hobbies Field Enterprises Educational Corporation, Merchandise Mart Plaza, Chicago 54, Illinois, 1954.

The Kindergarten Section in "Grade Teacher" September, October, 1966.

The thrill of working with crayons, paints, clay, charcoal, and pencils in creating pictures is one where children can share their thoughts, moods, and their creativity with one another through listening.

LISTENING SKILLS THROUGH ART

- I. Sounds that make pictures come to the mind. Paint what you think about when you hear:
 - A. Church bells
 - B. Birds singing
 - C. The band playing
 - D. The ticking of a clock
 - E. The screech of a car's brakes (Childcraft No. 8 Creative Play and Hobbies)
- II. Child may tell story--other children draw what they think they hear.
- III. Children may make a sound of a Christmas toy.
 - A. Others draw the toy they think it is by listening to the sound.
- IV. Children may make sounds of baby animals. The class may paint or draw the animals appropriate.
- V. Listen to a record such as, "The Lollipop Tree", with children drawing what they feel the words say, other media is clay.
- VI. Children listen to the number of times a ball is bounced with eyes closed.
 - A. They draw the correct number of balls they heard bounce.
- VII. Listen for traffic noises (Correlate with safety unit.)
 - A. Make pictures of these.
- VIII. Read or tell a description of a scene. Encourage children to draw or paint what they heard.
- IX. Listen to pleasant sounds and unpleasant noises.
 - A. Illustrate these.
- X. Think of quiet sounds.
 - A. Draw pictures, or cut out pictures of these.
- XI. Make a group chart of Christmas sounds (bells, sleds, sleigh bells, horns, talking dolls, telephones.)
- XII. Make a group poem using sounds around the school, home or community.
 - A. Illustrate with art media.

- XIII. Listen to a sea-shell or movement of a body of water.
A. Fingerpaint movements of water.
- XIV. After a listening walk, draw pictures of sounds heard.
A. These may be suggestive of spring, summer, fall, winter to correlate with seasons.
- XV. Listen to Mother Goose Rhymes.
A. Draw pictures of rhyming words.
- XVI. Listen to seasonal poems.
A. Paint pictures of descriptive words, witches, bats, ghosts, etc.
- XVII. Listen to the real sounds of wind, raindrops, hail, sleet and color, paint or draw as child feels as he listens.
- XVIII. Give directions for cutting and folding as for may baskets or to correlate with numbers--halves, fourths, eighths.
- XIX. Read a paragraph. Ask children to draw a picture of what some one did or how they would end the story, or what happened next.
- XX. Making rhythm pictures as one sings, or listens to music or poetry.
- XXI. Following directions for making sack puppets that can be used for dramatizations.

Resources-Childcraft.

Arts and Crafts Materials

Crayons
Finger paints
Tempera paints
Clay
Colored paper
Scissors
Paste
Chalk
Colored chalk
Water Paints
Sponge painting
Murals
Collages
Puppets
Masks
Easel painting
Paint brushes
Wrapping paper
Posters
Scraps of material and paper
String, cotton, milk filters
Tag board
Crepe paper
Gummed paper

APPENDIX B

A sample of the questionnaire that was used to survey the Kindergarten teachers in Palo Alto County Community School in the field of listening.

1. Do you use the record player to help children relax? Yes No
 2. Do you use rhythms and games for purely enjoyment? Yes No
 3. Do you use the record player frequently for stories? Yes No
 4. Do you use the piano to teach tempo, pitch, sound? Yes No
 5. List other instruments you use to teach listening skills in music.
-
6. List suggestions or activities you feel help children listen. _____
-
7. List an activity you use to teach:
- Rhyming words _____
- Beginning sounds _____
- Following directions _____
- Sounds in the environment _____
8. Check those listening skills you use with poetry, stories, rhymes:
- Dramatization Enjoyment Creating Rhythms
- Others: _____
9. What activities do you use in art to teach expression of self through listening? _____
-
10. Check those you use to develop correct speech through listening.
- tape recorder finger plays sharing and showing
- verse choirs picture cards others _____

11. Check those which develop listening skills in teaching numbers.
Counting Cardinals rote counting finger plays
readiness books music
Others _____
12. Check games used to develop listening through physical experiences.
sensory singing competitive quiet
play room activities
Others _____
13. Check sounds you use in teaching listening skills in science.
birds animals wind water rain thunder
Others _____
14. Check aids available to you in teaching listening skills.
Films record player tape recorder film strips
radio television piano rhythm band
overhead projector
Other suggestions (continue on back for additional suggestions)
- _____
- _____
- _____